
Columbia
University
Bulletin

School of Nursing
1994-1996



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To Communicate with the School

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Message from the Dean

This academic bulletin offers an overview of curriculum, faculty, and student activities in the School of Nursing. As the School celebrates the beginning of its second century, it also celebrates its renewal and redefinition as a premier educational resource for aspiring nurse leaders. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate degree, either in nursing for entrance to Advanced Practice education, or in another field for matriculation in the first professional degree. Registered nurses without a degree can be admitted to an honors program leading to the M.S. degree. The curriculum is accelerated and targeted at superior academic performers with firm career goals in the nursing profession. The Advanced Practice program offers the M.S. degree in twelve clinical specialties, all providing eligibility for certification as a nurse practitioner, as well as dual certification for some as clinical nurse specialists. The Doctor of Nursing Science degree program provides training in clinical research and health policy and requires an M.S. degree and advanced practice certification for admission. The faculty represent the very best in clinical competence and scholarly achievement.

Why Nursing?

Nursing is in a well-earned position of ascendancy and recognition. Having proven clinical competency in the full scope of primary care and in the care of acutely ill patients, Advanced Practice nurses have gained broad legislative practice authority in every state. Always a valued and secure career, nursing is now in a position to reaffirm its clinical value while advancing to containing costs and increasing access.

Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society's expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years.

Education in nursing provides an individual with opportunities for a challenging career with high-level authority and deeply gratifying personal rewards. Master's and doctoral degrees prepare nurses for leadership



positions as clinical specialists, administrators, policy experts, and researchers, all of which are in high demand in today's health care environment.

Why Columbia?

The Columbia University School of Nursing is part of one of the world's most renowned medical centers. We are a close-knit and interactive group of four schools and three smaller independent programs: the Schools of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on research and clinical experiences, and sharing a vision for the future of health care in this country.

The School of Nursing is proud of its 100-year history of educating nursing leaders. It is internationally known and clinically unrivalled, with recognition for excellence in other scholarly endeavors as well. Recent contributions to the profession include the first

universal faculty practice plan in a school of nursing, the first one-to-one clinical preceptorship program for all first-year students, and the first Endowed Nursing Chair in Health Policy.

Why Now?

Never has a career in nursing been so inviting. Nurses are in short supply. Nursing leadership is critically needed. The practice of professional nursing is one of life's noblest careers, and the advancement of nursing academic and clinical excellence is the mission of this School. We invite you to be a participant in that mission.



Mary O. Munding
Dean of the School of Nursing

Columbia University

By royal charter of King George II of England, Columbia University was founded in 1754 as King's College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation.

Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments and is affiliated with major research-oriented medical centers, most notably Columbia-Presbyterian Medical Center.

Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains more than 30 million manuscripts, microfilm tapes, and printed volumes. Faculty members currently number 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields—a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University's schools.



The School of Nursing

Located on the Health Sciences campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nursing practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master's degree in a clinical nursing specialty (1956). More than 7,000 nurses have graduated since the School was opened.

The emphasis on clinical scholarship at Columbia University is particularly appropriate because of the interdisciplinary collaboration of the School of Nursing with the other professional schools in its environs. The School of Nursing shares the Health Sciences campus with the School of Public Health, the School of Dental and Oral Surgery, and the College of Physicians and Surgeons, which includes programs in Occupational Therapy, Physical Therapy, and Nutrition. Each of these schools adds to the richness and diversity of the educational experience of students and of the School of Nursing.

School of Nursing faculty have substantial experience in curricula, instructional design, and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management. The Office of Student

Affairs and the Student Government Association are instrumental in developing the leadership potential of Columbia students.

Curricula are evaluated on a continual basis to ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards.

Philosophy

The faculty, representing all clinical nursing disciplines, believe that in a dynamic society, education for membership in a profession includes development not only of expertise in a field but also of social awareness.

The professional nurse thinks critically, exercises technical competence, and makes socially significant contributions to society through theory-based practice. Nursing's role and responsibility to society are to establish and maintain relationships with clients that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

Belief in the integrity and worth of all human beings is basic. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs that they strive to keep in harmony.

People as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in

effective participation in their care and treatment. Access to health care is the right of all. Nurses engage in political and societal activities supportive of this belief and serve as client advocates in the health care system.

The professional nurse is viewed both as a responsible health care provider accountable for the quality of practice and as an agent of change in the health care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professions. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The faculty endeavor to provide knowledge; to stimulate learning; to define issues; to serve as resource persons, administrators, leaders, and innovators in nursing through education, research, and practice; and to contribute to the development of human values. The faculty recognize that interests and abilities vary, and they seek to provide flexibility in the curriculum to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are expected to be self-directed and accountable for their performance.

The Entry-To-Practice program develops the competence required for general professional nursing practice and provides a firm base for graduate study. The Graduate program advances nursing competence by extending and deepening knowledge within a specific clinical specialty. The Continuing Education program addresses the emerging needs of practicing nurses in maintaining their clinical expertise. All programs emphasize the development of clinical expertise, a hallmark of the Columbia University School of Nursing.

Organization of the Curricula

The organizing framework, encompassing the concepts of person, environment, health, and nursing, is derived from the philosophy of the School of Nursing. The concept of *person* recognizes the individual as a growing, human organism best understood in the context of the individual's own life process, beliefs, and culture. "Person" is understood to include individuals, families, groups, and communities. The concept of *environment* allows for study of the person in relation to the individual's immediate and global surroundings. The surroundings may include neighborhoods, hospitals, or the health care system in general. *Health* is studied on a health-illness continuum, acknowledging that each person has specific biophysical and psychosocial needs. *Nursing* is a profession whose members have the responsibility to enhance health care through scientific inquiry, through collaboration with other health professionals, and through client advocacy in the health care system. The School of Nursing programs use a multitheoretical approach to execute these concepts. Examples of theories used include nursing theories, stress/adaptation theory, physiological theories, and systems theory.

Accreditation

All programs are accredited by the National League for Nursing through 1996. The Nurse Midwifery program is accredited by the American College of Nurse Midwives; the Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The School is certified as an American Nurses Association provider for continuing education. The School is approved by the New York State Department of Higher Education and the State Board for Nursing, and it is a

member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

Programs of Study

Underlying the programs offered by the School of Nursing is the view that nursing is a practicing art, one that is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting optimal levels of health, and acting effectively during periods of illness.

The *Entry-To-Practice (ETP)* program enrolls non-RN baccalaureate holders who wish to study nursing in an accelerated program that combines basic nursing education and clinical specialization at the master's level.

The *Accelerated Master's Program (AMP)* is a program designed to meet the educational and career mobility needs of registered nurses who already hold a diploma or associate's degree in nursing and 60 liberal arts, science, and humanities credits. AMP enables outstanding RNs to earn a B.S. followed by an M.S. degree in a clinical specialty by pursuing a streamlined plan of study. For qualified RNs, AMP offers admission to a graduate specialty; generous credit by examination for previous nursing experience; exemption from some undergraduate core courses; graduate-level study as early as the first term; and advanced standing in the graduate phase of the program.

The *Graduate* program, leading to the M.S. degree, affords baccalaureate-prepared nurses the opportunity to increase their knowledge in Advanced Nursing Practice. Clinical specialization is possible in adult, family, geriatric, neonatal, pediatric, or perinatal

primary care; critical care; nurse midwifery; nurse anesthesia; oncology; and adult, child, or consultant/liaison psychiatric mental health.

The *Advanced Certificate* program allows registered nurses who hold a master's degree in nursing to pursue an Advanced Practice program in a clinical area without earning another master's degree.

The *Doctor of Nursing Science (DNSc)* degree program is designed to prepare master's degree-holding clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery.

The *Continuing Education* program addresses the educational needs of practicing nurses. Programs are offered that develop or expand clinical expertise or prepare nurses for certification examinations.

Columbia's *Nurse Anesthesia* program is unique as the first master's degree nurse anesthesia program in New York State and the second master's degree program in the United States. The *Nurse Midwifery* program is the oldest in the United States.

The *Oncology* major in the Graduate program is co-sponsored by Memorial Sloane-Kettering Cancer Center, on New York's Upper East Side. This collaborative program provides students with expertise in family-centered care both in the hospital and in the community.

INSTRUCTIONAL RESOURCES

Classrooms, Conference Rooms, Laboratories (skills learning)

All classrooms on the Health Sciences campus are available to all health sciences students. Four floors in the Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums that contain state-of-the-art audiovisual equipment. Conference rooms and amphitheatres as well as the 700-seat

Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively.

The School of Nursing building houses a Technology Learning Center (TLC). The TLC is a mock hospital unit containing seven patient units; it is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology.

Libraries and Computer Facilities

The Augustus C. Long Library occupies four floors of the Hammer Health Sciences Center. This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health-related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing (CUSN) include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.

The services provided by the Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental and Oral Surgery, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition. Columbia Libraries Information Online (CLIO), the online catalog, provides students and faculty with the location, call number, and library location of all current serials and most books cataloged since 1981 at Columbia University. This information may be obtained by author, subject, or title. CD-ROM and MED LARS for nursing literature is rapid and state-of-the-

art. The Microcomputer Center provides a variety of services, including word processing, statistical analysis, and CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately thirty IBM PCs, ATs, and Macintosh computers.

The Long Library contains more than 350,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine and health care. More than 4,000 national and international journals are received. An entire floor of the library is devoted to facilities for self instruction through audiovisual material. Other aids include microfilming, inter-library loans, study and conference facilities, and photocopying services.

The Florence Nightingale Collection is maintained by the Alumni Association of CUSN in the Long Library. This collection makes up a part of the rare books holdings of the Library and is featured at exhibitions along with rare holdings of Freud and Webster. It is available to students, faculty, and visiting nursing historians for research purposes. Columbia students are also permitted access to the collections of Harvard and Yale Universities under the auspices of the Research Libraries Group. Information about the Research Libraries Group can be obtained from the Long Library. Student memberships, which include borrowing privileges, are available for an annual fee in the New York Academy of Medicine Library at 103rd Street and Fifth Avenue. Applications for membership should be directed to the Academy Library.

Clinical and Research Facilities

The center of clinical activity at the Health Sciences campus is the *Columbia-Presbyterian Medical Center (CPMC)*. CPMC is recognized as one

of the finest academic medical centers in the world. Patient care, research, and teaching are integral to CPMC's service to society. Charged with the energy of new ideas, it provides an unparalleled clinical environment for nursing students. Among the most notable sites are:

The new Milstein Hospital Building: a 745-bed facility providing state-of-the-art patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient care unit, giving nurses the opportunity to concentrate on patient care—their specialty.

The Allen Pavilion, a 300-bed community hospital designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavilion is committed to primary care specialties.

The Center for Women and Children, which includes *Babies Hospital* and the *Sloane Hospital for Women*. Most notable among their many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis.

The Center for Geriatrics and Gerontology, one of eleven federally funded centers designated as a regional academic resource by the U.S. Department of Aging. This Center brings together specialists in geriatrics, including faculty from the fields of nursing, medicine, dentistry, public health, occupational therapy, psychiatry, and social work.

Organ Transplant Center. Organ transplantation is a complex enterprise. The transplant team, including nurse clinicians, works closely with families to help them cope with the stress of the transplant experience. This integrative

effort is a cornerstone of Columbia's approach to patient care.

The Center for Health Promotion and Disease Prevention. The Center conducts valuable research and needs assessments on integrating nutrition into the health professional's practice and education. The Center produces valuable data that will enhance the care that nurse practitioners and primary care providers offer.

Approximately 150 clinical placement sites are available in the tri-state area. A brief list of the School of Nursing's affiliations includes Lawrence Hospital in Bronxville, New York City Medical Centers at Harlem, Lenox Hill Hospital, Montefiore Medical Center, New York-Cornell Hospital, Mt. Sinai Hospital, and University Hospital/University of Medicine and Dentistry of New Jersey.

The oncology major in the Graduate program is co-sponsored by Memorial Sloan-Kettering Cancer Center, on New York's Upper East Side. This collaborative program provides students with expertise in family-centered care both in the hospital and in the community.

Academic Research Centers at the Columbia University School of Nursing

THE CENTER FOR AIDS RESEARCH

Director: Loretta Sweet Jemmott, Ph.D., R.N., F.A.A.N.

Co-Director: Joyce K. Anastasi, Ph.D., R.N.

The Center for AIDS Research conducts research to prevent HIV infection and AIDS, and to discover and test interventions to ameliorate the effects of the disease. The populations of particular concern include people living in underserved areas, especially the communities adjacent to Columbia's campuses: Harlem, Washington Heights, and Inwood. Two areas of

special interest to the center are AIDS prevention and nursing care and symptom management for people with AIDS.

THE CENTER FOR CHILD AND ADOLESCENT HEALTH

Co-Director: Donna A. Gaffney, D.N.Sc., R.N., F.A.A.N.

Co-Director: Richard Garfield, Dr. P.H., R.N.

The Center for Child and Adolescent Health studies the critical health issues of childhood and adolescence, especially of those in urban settings in jeopardy because of violence in the streets and in the home, including HIV/AIDS and its impact on family structure, family and economic instability, substandard housing, and lack of access to health services. The Center conducts research and training and develops clinical educational services adaptable to any urban setting.

THE CENTER FOR URBAN HEALTH POLICY STUDIES

Director: Julie Sochalski, Ph.D., R.N.

The Center for Urban Health Policy Studies addresses the urgent health care needs of the nation's inner-city populations. In particular, the Center is working to develop models for education of Advanced Practice nurses and models of care delivery that will increase access to high-quality, cost-effective care and prevention services for inner-city residents.

INSTITUTES AND CENTERS

Columbia University is privileged to sponsor a number of institutes and centers that engage in funded, interdisciplinary research and program development, sponsor workshops and

courses, and act as a clearinghouse for information related to their specific focus. Of particular interest are the following institutes and centers:

American Law Institute
Center for the Study of Alzheimer's Disease
Center for the Behavioral and Clinical Study of HIV/AIDS
Center for Children in Poverty
Center for Law and Economics
Center for Population Studies
Center for Neurobiology and Behavior
Center for Research in Career Development
Center for the Study of Society and Medicine
Center for Human Rights
Comprehensive Cancer Center
Institute for Human Nutrition
Institute for Study on Women and Gender
Legislative Drafting Research Fund

The Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property.

Located here are the principal educational resources of the University, in the midst of the cultural resources of New York City. (See the map of the Morningside campus.)

Located on the Morningside campus are *Columbia College; the Schools of General Studies, Law, Engineering and Applied Science, Journalism, International and Public Affairs, the Arts, Business, Social Work, and Architecture, Planning, and Preservation; and the Graduate School of Arts and Sciences. Barnard College, Teachers College, and Union Theological Seminary* are also on the Morningside campus.

Student Affairs

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs (OSA), located in the School of Nursing, just off the lobby, functions with emphasis on students' rights and responsibilities. OSA staff are available to assist students in the resolution of specific problems or for referral to other University offices. The Associate Dean for Student Affairs serves as the Student Advocate.

STUDENT LIFE

Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some Entry-To-Practice degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. Advanced Practice degree candidates are qualified nurses pursuing an M.S. in a clinical specialty after one or more years of clinical experience. The common factor shared by all students is the goal of a graduate degree in advanced clinical practice.

The Student Association

Through the Student Association, all students participate in self-governance and work together for common professional objectives. Activities organized under the sponsorship of the Student Association include the orientation program, social and cultural events, lectures, career workshops, and political action related to health care.

Membership on School of Nursing committees and in the University Senate provides the opportunity for student participation in curricular and policy decision making. The Association is funded through the Student

Professional Fees collected at registration, making all students members of the Student Association.

Sigma Theta Tau

The Alpha Zeta Chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in academic performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

There are also opportunities for students who wish to become involved in community affairs. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers. Most of these opportunities are well represented by students in all four health professions schools.

International Students

The staff of the International Student Office, 525 Riverside Drive, provide advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York



City and discount tickets to plays are available.

The staff also provide information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement. The staff evaluate all foreign transcripts for equivalency to American education.

Housing

Housing includes University residence halls and University apartments, some of which overlook the Hudson River and are located just one to three blocks from the Health Sciences campus. Housing is available for all students. Arrangements for accommodations are made through the Health Sciences Housing Office, 50 Haven Avenue, New York, NY 10032. All eligible applicants accepted for full-time matriculation are sent housing information at the time of acceptance.

Disability-Related Services

Students with permanent or temporary disabilities who wish to request special arrangements are urged to notify the Associate Dean for Student Affairs for disability-related services as early as possible: 212-305-5756. To allow adequate time for making such arrangements, please give at least eight weeks' notice before the start of the term involved. For taped texts or special housing arrangements, 3½ months' notice is needed. General questions about services, resources, wheelchair access, or student networking may be directed to the Coordinator of Disability Services, 305 Low Memorial Library, 212-854-6794.

Dining Services

A facility for dining services is located in Bard Hall, 50 Haven Avenue, on the Health Sciences campus and is open to all students on a cash basis. Additional information on area restaurants can be found in the Student Handbook, available in the Office of Student Affairs.

Student Health Service

The Student Health Service is a primary care facility that offers students and their families comprehensive medical care and a broad array of specialist services directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York Insurance (Blue Cross) may be purchased through the School. Cost of illness, beyond reasonable limits of outpatient care and beyond the student's insurance coverage, must be met by the student. The expenses of continuing psychiatric care must be borne by the student.

Referral for eye refraction can be obtained through the Student Health Service once every two years. There is also an optional Dental Plan available through Columbia Dental Associates.

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group committees of the Student Association, health practices and student activities are carefully considered.

Athletic Facilities

BARD ATHLETIC CLUB

The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. The facility is wheelchair-accessible.

Membership in the Bard Athletic Club is open to all Columbia Univer-

sity Health Sciences students, their spouses, employees, and alumni. Membership information and fees are available at the Bard Athletic Club, or by calling 212-854-2546.

The term of membership for students and spouses runs from August through July. The membership term for non-students (including Health Sciences Fellows) begins in September.

STUDENT SERVICES

Parking

The privilege of parking in University-operated lots is offered first to all full-time matriculated students who must drive to school and to any students with disabilities. Parking privileges may be granted to others as space permits. Applications for parking and information regarding fees can be obtained in the Office of the Academic Dean. The Student Handbook contains a listing of non-University parking areas.

Bookstore

The Medical Center Bookstore, operated by Barnes and Noble, is located on the first floor of the Black Building at 630 West 168th Street. It offers a wide variety of supplies and services.

Orientation

Special orientation programs for all new students are held every autumn. New students are strongly encouraged to attend. Information regarding the day, time, and place of orientation can be obtained from the Office of Student Affairs.

Tutoring

For students having academic difficulty, the University's Learning Center

on the Morningside campus is the main referral source. Tutors are available in writing, basic math and science, and other subjects. These services are provided free to Columbia students.

Students in need of tutoring in an area not offered by the Learning Center, e.g., Anatomy and Physiology, can make tutoring arrangements through the Associate Dean for Student Affairs. There is a fee for these services, determined by the student and tutor.

Office of Multicultural Affairs

The *Office of Multicultural Affairs*, a part of the Office of Student Affairs, is responsible for developing and maintaining an environment sensitive to the multicultural needs of the diverse CUSN student community. The office provides leadership in promoting a multicultural focus in the School through educational, cultural, and social events.

Counseling

The Student Health Service provides a comprehensive mental health care program. Short-term counseling for any problem is provided by a professional staff of psychiatrists/psychologists. Appointments are scheduled immediately. Confidentiality is maintained. For those students not enrolled in the Health Services plan, the Associate Dean for Student Affairs can suggest referral sources.

Wellness Program

The demands of academic and clinical responsibility, coupled with time pressures, can exert a negative influence on even the healthiest student. Consequently, students often react to stress by developing counterproductive coping mechanisms that produce impairment and that may have serious

implications later on in clinical practice and graduate education.

The goals of the School of Nursing Wellness Program are to prevent the impairment of nurses through early diagnosis and treatment; and to promote the concept of well-being among students and faculty. The program provides a confidential avenue for students with problems.

Advisement

Upon enrollment, each student is assigned a faculty adviser who provides academic and professional guidance throughout the course of study.

Student Records

Student records related to admission and progression are maintained in the Office of Student Affairs. Transcripts are released only upon written authorization of the student and payment of the transcript fee. The request *must* be written; verbal requests will not be honored. This service is provided by the Office of Student Administrative Services, located at 630 West 168th Street, Room 141 Black Building, New York, NY 10032; telephone 212-305-3992.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned or duplicated for the applicant or student.

Transportation

A free shuttle bus system operates between the Health Sciences and Morningside campuses, as well as to the Harlem Hospital Center. Travel time between points is approximately 15 minutes. All schedule times are approximate; please allow two to three minutes' variance. There is no shuttle service on New Year's Day, Dr. Martin

Luther King, Jr., Day (observed), Memorial Day, Independence Day, Labor Day, Thanksgiving, or Christmas Day. On Election Day, the Friday after Thanksgiving, and the two Uni-

versity holidays at Christmastime, the summer schedule is in effect. Shuttle Schedules are available in the Office of Student Affairs.



Financial Aid

Scholarships, grants, loans, and employment opportunities are among the sources of financial aid that are available to students enrolled in the School of Nursing.

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies. An annual benefit sponsored by a committee of faculty members, parents, and friends of the School provides substantial aid to several students each year.

The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. Application for financial aid is due by March 1 for the coming academic year. Students must also submit a Free Application for Federal Student Aid (FAFSA) form. The FAFSA form must be mailed to Federal Student Aid Programs, P.O. Box 4032, Iowa City, IA 52243.

To continue financial aid assistance, full-time matriculated students must meet the School's academic progress standards. Students whose grade point average falls below 3.0 or who fail any course are not eligible for financial aid, regardless of cumulative grade point average.

Students failing to meet these progress standards for any academic year (defined as two consecutive terms for financial aid purposes) are not eligible for additional financial assistance until the required cumulative grade point average is achieved. Students who have failed to meet these standards because of exceptional or unusual mitigating circumstances may apply for

a one-semester waiver of the financial aid discontinuance. Applications must be documented; waivers are not automatically approved. Standards of eligibility for continuation of financial assistance do not supplant the School's policies relating to academic standing, dismissal, or probation.

Questions regarding financial aid should be directed to the Financial Aid Officer, 212-305-8147.

Financial Aid Administered by the School of Nursing

Awards are made annually, primarily on the basis of financial need. Applicants for financial aid must use the School of Nursing Application for Financial Assistance provided in the admission packet, which also includes detailed information on financial assistance and filing procedures. Applications must be accompanied by the requested supporting documentation. Incomplete applications will not be processed. Late applications are considered only in exceptional circumstances and on a funds-available basis. Students are required to file a renewal application each year.

SCHOOL OF NURSING SCHOLARSHIPS

School of Nursing Scholarships are available to full-time matriculated students taking 12 or more credits per semester. Recipients are chosen for their financial need. Scholarships and grants are considered "gift" assistance and need not be repaid.

Income from the following endowments underwrites scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS

THE SALLY COHEN MEMORIAL

SCHOLARSHIP

MARGARET E. CONRAD SCHOLARSHIPS

NELLIE ALDEN FRANZ SCHOLARSHIPS

ELEANOR LEE SCHOLARSHIPS
 THE SUSAN E. LEIB MEMORIAL
 JANE McALLISTER SCHOLARSHIPS
 SAMUEL J. MORITZ SCHOLARSHIPS
 THE JAMES RODISH MEMORIAL
 MARY SENCINDIVER SPECHT
 SCHOLARSHIPS
 M. LYNN WILLIAMS SCHOLARSHIPS

In addition, the School receives several gifts annually from its alumni and from organizations expressing an interest in preparing students for health care careers. These include:

THE ALUMNI ASSOCIATION OF
 COLUMBIA UNIVERSITY—
 PRESBYTERIAN HOSPITAL SCHOOL
 OF NURSING, INC.
 ANNUAL BENEFIT SCHOLARSHIP FUND
 THE AARON DIAMOND FOUNDATION
 LOUIS AND RACHEL RUDIN
 FOUNDATION
 SAMUEL AND MAY RUDIN
 FOUNDATION

Alumni Association Awards

The Columbia University–Presbyterian Hospital School of Nursing Alumni Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni are eligible to apply for this assistance. Applications should be made to the Alumni Association.

Grants/Scholarships Administered by New York State

Applications to these programs are filed through the Student Payment Application. Application materials are available from any college or university financial aid office in New York State or by writing to the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, NY 12255.

TUITION ASSISTANCE PROGRAM (TAP)

The Tuition Assistance Program (TAP) is the primary New York State grant program. Awards are available to full-time New York State residents only. Financial need is determined by the student's New York State net taxable family income. The maximum amount that students may receive from TAP is determined by the date of the student's first application and the number of previous awards that the student has received. See the application booklet for complete details.

SPECIALIZED REGENTS SCHOLARSHIPS

New York State offers specialized awards to students studying nursing. These awards may be deferred until enrollment in an eligible nursing school. Special awards are also made to the children of deceased or disabled police officers, corrections officers, fire fighters, and veterans.

NEW YORK STATE HEALTH SERVICE CORPS SCHOLARSHIPS

Scholarships of up to \$15,000 per year for two years are available to cover the cost of attendance (tuition, fees, room and board, books, and transportation allowances). Recipients of these scholarship awards must agree to work in a state-operated facility or participate in a not-for-profit agency for eighteen months for each year of scholarship. Employment is at professional capacity. Employment opportunities are available in all regions of the state. For scholarship applications and information, write to New York State Health Service Corps, New York State Department of Health, Corning Tower, Room 1602, Empire State, Albany, NY 12237-0053.

Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients

United States tax law (subject to change) requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees, and related classroom expenses.

Certain countries have entered into tax treaties with the United States that may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The International Student Office (525 Riverside Drive; telephone 212-854-3587) has prepared a packet of tax information that is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

Loans

FEDERAL PLUS PROGRAM

Federal Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent students enrolled at least half-time (a minimum of 6 credits). Parents may borrow up to the cost of attendance minus any financial aid on behalf of the student. The interest rate is variable and is equal to the bond equivalent rate of Treasury Bills auctioned at the final auction held before June 1, plus 3.10 percent with a cap of 9 percent (effective July 1, 1994).

Applications and further information may be obtained through local banks or from the Financial Aid Office.

FEDERAL PERKINS STUDENT LOAN PROGRAM

Federal Perkins Student Loans are need-based loans available to students enrolled at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a nine-month grace period and extends for up to ten years. The applicable rate of interest is 5 percent.

Eligible undergraduate students may borrow up to \$3,000, and graduate students may borrow up to \$5,000 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study or ceases to be enrolled at least half-time.

Loans are administered through Columbia University.

NURSING LOANS

Nursing Student Loans are need-based loans available to students enrolled at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a nine-month grace period and extends for up to ten years. The applicable rate of interest is 5 percent.

Eligible undergraduate and graduate students may borrow up to \$4,000 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study or ceases to be enrolled at least half-time. Cancellation provisions are available.

Loans are administered through Columbia University.

FEDERAL FAMILY EDUCATION LOAN PROGRAMS

To qualify for the following loans, you must be a U.S. citizen or permanent resident.

FEDERAL STAFFORD LOAN

Federal Stafford Loans are need-based loans available to students enrolled at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a nine-month grace period and extends for up to ten years. The applicable rate of interest is variable, adjusted annually on July 1, not to exceed 8.25 percent (effective July 1, 1994). The interest for each twelve-month period will be equal to the bond equivalent rate of 91-day Treasury Bills auctioned at the final auction prior to the preceding June 1, plus 3.1 percent. Eligible students pursuing a first B.S. degree may borrow up to \$5,500 annually, with a maximum cumulative limit of \$23,000. Eligible students pursuing an M.S. degree may borrow up to \$8,500 annually, with a maximum cumulative limit of \$65,500 for graduate education.

FEDERAL UNSUBSIDIZED STAFFORD LOAN

The Federal Unsubsidized Stafford Loan Program is available to all students enrolled at least half-time, regardless of income. Students are charged interest while in school and during the deferment period. The applicable rate of interest is variable, adjusted annually on July 1, not to exceed 8.25 percent (effective July 1, 1994). The interest for each twelve-month period will be equal to the bond equivalent rate of 91-day Treasury Bills auctioned at the final auction prior to the preceding June 1, plus 3.1 percent. Eligible students pursuing a B.S. degree may borrow up to \$5,000 annually, with a maximum cumulative

limit of \$23,000. Eligible students pursuing an M.S. degree may borrow up to \$10,000 annually, with a maximum cumulative limit of \$73,000 for graduate education. The repayment period starts six months after a student graduates or stops attending school at least half-time. The student is responsible for the interest during the grace period and has the option to pay it or have it capitalized.

Student Employment

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program, authorized by the Higher Education Amendments of 1992, is administered by the United States Department of Education. Employment may be within a college or university or for a public or private non-profit organization. Students may work a maximum of twenty hours a week during the academic year. On-campus jobs offer a variety of work opportunities requiring general or specific skills; students may work as office or faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other non-profit, public-interest community projects. Students may apply for eligibility in August, or anytime thereafter. Forms are obtained from the Financial Aid Office. All jobs are posted in the Center for Career Services located in East Campus on the Morningside campus.

PROFESSIONAL NURSE TRAINEESHIPS

Every year the School of Nursing is awarded a grant from the Department of Health and Human Services (based on the availability of funds). This grant provides traineeships to full-time and part-time graduate degree and doctoral degree students. Priority will be given to full-time students in nurse practi-

tioner, nurse midwifery, and nurse anesthesia programs.

TEACHING ASSISTANTSHIPS

Teaching Assistantships are available to students (TAs) in good academic standing enrolled in the master's or doctoral program. TAs receive tuition credit and a small stipend in return for weekly work assisting faculty. The number of hours of the teaching assistantship is equivalent to the number of hours of tuition credit. TA activities include assisting with course teaching (clinical supervision, laboratory assistance, tutoring), special projects with faculty, or assisting with research or grant projects. To be considered for a teaching assistantship, students must be matriculated, maintain a minimum grade point average of 3.0, and demonstrate financial need. Application is made to the Associate Dean for Academic and Clinical Affairs.

Estimated Expenses for an Academic Year

FEES AND FINANCIAL OBLIGATIONS

The following fees are in effect for 1994-95 and are subject to change at the discretion of the Trustees.

University charges such as tuition and fees and residence halls and board plans are due and payable in full by the date announced before the beginning of each term. The full amount of any charge may be paid when due without penalty, or payment may be made in installments. If installment payments are made, a **FINANCE CHARGE** is assessed on amounts not paid by the due date on the initial bill received prior to registration and thereafter as indicated on subsequent monthly bills. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration, which sets forth the terms and

conditions of payment. All charges must be paid by the end of the term.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

TUITION, FEES, AND ESTIMATED EXPENSES

First Professional Degree Students:

For all Didactic courses,	
per point:	TBA

Advanced Practice Students:

For all Didactic courses,	
per point:	TBA

For all Clinical courses,	
per point:	TBA

Doctoral courses, per point:	TBA
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Housing on Health Sciences campus (for three terms):	\$4,990-8,337
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Board allowance (for three terms):	4,020
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Books, per term:	420
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Transportation, per term:	\$150-300
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Uniforms:	100
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Supplemental Uniforms:	100
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Approximate graduation expenses:	35
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APPLICATION AND OTHER FEES

Application for admission:	\$60
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Student activity fee, full-time student:	50
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Student activity fee, part-time student:	25
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Course-related fees:	25
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LATE REGISTRATION FEES

During late Registration:	\$ 50
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After late registration:	100
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HEALTH SERVICE FEE AND HOSPITAL INSURANCE PREMIUM

For all full-time students:

Health Service fee, per year
(September 1–August 31)

Single	\$ 785
Married	1,495
Family	2,205

Hospital Insurance Premium, per year
(September 1–August 31)

Single	\$ 545
Family	1,235

The Student Health Service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at registration, will be charged the Health Service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the Health Service program upon payment of additional fees. Students should consult the Office of Academic Records and Registration, Room 1-141 Black Building, for further information on dependent coverage.

Withdrawal and Adjustment of Fees

A student in good academic standing who is not subject to discipline will always be given an honorable discharge if he or she wishes to withdraw from the University. Students will be charged a \$75 withdrawal fee.

Any adjustment of the tuition that the student has paid is considered from the date on which the registrar receives the student's withdrawal form. Application fees, late fees, and special fees are not subject to the refund.

The refund percentage is as follows:

1st Week	100%
2nd Week	90%
3rd Week	80%
4th Week	80%
5th Week	70%
6th Week	60%
7th Week	60%
8th Week	50%
9th Week	40%
After 9th Week	0%

Student's financial assistance is adjusted to reflect reductions in the student's overall budget. Excess financial aid is restored proportionately to the funds from which it was drawn before a refund is given to the student.

Awards**THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD**

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

THE MARGARET ELIOT AWARD

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the graduating nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

THE SHAFER AWARD IN NURSE MIDWIFERY

Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for childbearing families, sensitivity to the special needs of childbearing women, and provision for family-centered care for all people.

THE FACULTY AWARDS FOR EXCELLENCE

Awarded to the top graduating students in beginning and advanced practice who best exemplify the School of Nursing's philosophy.

THE FACULTY AWARD FOR NURSING RESEARCH

Awarded to a master's degree candidate for excellence in research in clinical nursing and for enthusiasm, zeal, and promise for further contribution to nursing research. The award is given in honor of Mary I. Crawford, former Associate Dean, Director of Nursing, and facilitator of nursing research.

THE MARGARET SULLIVAN AWARD

Awarded for excellence in nurse anesthesia to the member of the graduating

class who best demonstrates the qualities of academic excellence, clinical proficiency, and empathy for the patient. The award is given in honor of Margaret F. Sullivan, former Chief Nurse Anesthetist, the Roosevelt Hospital, and founder of the Roosevelt Hospital School of Anesthesia.

THE TERRY MARCOS JANSSON AWARD

Awarded to a graduating student in the Pediatric Nurse Practitioner program who exhibits compassion, creative caring, technical competence, research-based practice, and strong client advocacy. The award is given by the pediatric nurse practitioner faculty in memory of Terry Marcos Jansson, a previous graduate of the program who exemplified all these qualities.

Admission

Applicants may apply to the School of Nursing as candidates for a degree or advanced certificate, or as non-degree students. Additional information may be obtained by writing or telephoning:

Office of Student Affairs
Columbia University School of Nursing
630 West 168th Street
New York, NY 10032
212-305-5756

ADMISSION PROCEDURES

An applicant for admission must apply on a form provided by the University. The completed form must be accompanied by the application fee: a check or money order for \$60 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore *not refundable*, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Student Affairs approximately four weeks after mailing the application to confirm the receipt of materials required.

All applications for admission are evaluated on the basis of the following materials:

1. An application form that includes a typed, 250–300 word Personal Statement describing the applicant's professional goals and aspirations.
2. Official transcripts from all post-secondary institutions attended.
3. Official documentation of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores.
4. Two letters of reference for the Entry-To-Practice program; three for the Accelerated Master's and Graduate programs.
5. Applicants whose education was not in English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

Individual consideration is given to those applicants who do not meet specific requirements for admission.

Acceptance of a student for admission is based on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.

Applications may be submitted at any time. However, all supporting documents *must* be received by the following dates:

Date	Program	Term	Interview Month	Decision Date
January 1	ETP, DNSc	Autumn	March	April 1
April 1	AMP, M.S., Cert.	Autumn	May	June 1
October 1	AMP, M.S., Cert.	Spring	November	December 1
February 1	AMP, M.S., Cert.	Summer	March	April 1

Applications received after the deadline date will be considered *only if space remains* in the program desired. Otherwise, late applications will be held over for the next semester. All applications not completed within six months will be automatically inactivated.

A complete application includes:

1. Application and \$60 fee (non-refundable; all applications received without fee will not be processed).
2. Personal Statement.
3. Three letters of recommendation (two for Entry-To-Practice applicants).
4. Official transcripts from all post-secondary schools attended.
5. Official test scores (GRE, MAT, TOEFL, GMAT).
6. Copy of Nursing License for the RN applicant.

See specific admission requirements listed under each program, below.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned to the applicant/student.

Admission to the Entry-To-Practice (ETP) Program for Non-Nurses

The Entry-To-Practice (ETP) program is an accelerated combined degree (B.S./M.S.) program for non-nurse college graduates. The Entry-To-Practice program is designed to prepare the student for a career as a professional nurse. Academic studies are closely integrated with clinical experience. Graduate-level courses are incorporated into basic education, facilitating the transition to master's level study in a selected specialty. The program is composed of two phases:

Phase I, the pre-licensure phase, can be completed in sixteen months of full-time study. Upon completion, the graduate is eligible to take the professional nurse licensure examination in any state.

Phase II, the post-licensure phase, follows the curriculum for the chosen clinical specialty. The student may select one of the following graduate majors for study. Although admission to the graduate program is guaranteed to students who successfully complete Phase I, no guarantees can be made for a particular clinical specialty.

- Critical Care
- Nurse Midwifery
- Nurse Anesthesia
- Oncology
- Psychiatric/Mental Health
- Nurse Practitioner (Adult, Family, Geriatric, Neonatal, Pediatric, and Perinatal)

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a regionally accredited college or university, with a cumulative grade point average of at least 3.0 on a scale of 4.0. A minimum of 60 liberal arts and sciences credits, including:
 - English Composition, 3 credits
 - Sciences, 9–12 credits (biology and chemistry strongly suggested)
 - Psychology, 3 credits
 - Humanities, 6 credits
 - Statistics, 3 credits
 - Social/Behavioral Sciences, 6 credits
 - Electives, 30 credits (fine arts, religion, language, mathematics, economics, history, nutrition, etc.)
2. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.
3. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
4. Two references.
5. Personal Statement describing your professional goals.
6. A course in undergraduate statistics.

Admission to the Accelerated Master's Program (AMP)

The Accelerated Master's Program (AMP) is designed to further the educational and career goals of RNs who have *diplomas* or *associate's degrees* in nursing and at least 60 liberal arts credits. The Columbia University School of Nursing grants both a B.S. degree in nursing and an M.S. degree in a clinical specialty.

ADMISSION REQUIREMENTS

1. An associate's degree or diploma in nursing from a program accredited by the National League for Nursing.
2. A current license to practice as a registered nurse in the United States.
3. A minimum of one year's full-time work experience as a registered nurse reflective of the area chosen for graduate study.
4. A minimum of 60 liberal arts and sciences credits, including:
 - English Composition, 3 credits
 - Sciences, 9–12 credits (biology and chemistry strongly suggested)
 - Psychology, 3 credits
 - Humanities, 6 credits
 - Statistics, 3 credits
 - Social/Behavioral Sciences, 6 credits
 - Electives, 27–30 credits (fine arts, religion, language, mathematics, economics, history, nutrition, etc.)
5. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
6. Three current references including at least one from an immediate nursing supervisor.
7. Completion of the NLN Mobility Profile II Exams. These exams are given at the School of Nursing in January, March, July, September, and November. Call the Office of

Student Affairs (212-305-5756) for specific times and fees. Prior registration is required. No "walk-in" test takers will be allowed.

8. Personal Statement describing your professional goals.
9. A course in undergraduate statistics.
10. A course in basic physical assessment.
11. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.

Admission to the Graduate Program

The Graduate program is designed to prepare nurses for Advanced Practice. All programs offer a nurse practitioner curriculum. An M.S. degree is awarded upon completion of this program.

ADMISSION REQUIREMENTS

1. A baccalaureate degree with a major in nursing from a program accredited by the National League for Nursing, with a cumulative grade point average of at least 3.0 on a scale of 4.0.
2. A current license to practice as a registered nurse in the United States.
3. One year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for nurse midwifery; critical care nursing is required for nurse anesthesia).
4. An undergraduate course in statistics. Undergraduate courses in general chemistry (including organic chemistry) and biology (including biochemistry), or the equivalent, are required for the nurse anesthesia major.
5. A course in basic physical assessment (not required for psychiatric/mental health majors). If integrated in the undergraduate course of

study, evidence must be submitted for evaluation.

6. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
7. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.
8. Personal Statement describing your professional goals.

Admission of Nurses with Non-Nursing Baccalaureate Degrees to the Graduate Program

Under special circumstances, registered nurses with degrees in health-related fields other than nursing may be enrolled in the clinical specialty master's program.

ADMISSION REQUIREMENTS

1. An associate's degree or diploma from a program accredited by the National League for Nursing.
2. A baccalaureate degree from a regionally accredited college or university, with a grade point average of at least 3.0 on a scale of 4.0.
3. One year of clinical practice related to the clinical specialty major chosen for study.
4. Three references, two of which must be from nurses.
5. A current license to practice as a registered nurse in the United States.
6. An undergraduate course in statistics and evidence of undergraduate course work in research.
7. A course in basic physical assessment.
8. Completion of the NLN Mobility Profile II Exams. These exams are given in the School of Nursing in January, March, July, September, and November. Call the Office of Student Affairs (212-305-5756)

for specific times and fees. Prior registration is required. No "walk-in" test takers will be allowed.

9. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
10. Personal Statement describing your previous education and experience in nursing research, community health, and leadership.
11. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.

Admission to the Advanced Certificate Program

The Advanced Certificate program is designed to prepare master's prepared nurses in Advanced Practice as practitioners. Areas of study include Adult, Geriatric, Pediatric, Neonatal, Perinatal, Family, Oncology, Midwifery, and Psychiatric/Mental Health Nursing. Graduates are eligible for New York State Certification as Nurse Practitioners and for national professional certification in their new specialty area.

ADMISSION REQUIREMENTS

1. Baccalaureate and master's degrees with a major in clinical nursing from a program accredited by the National League for Nursing, with a cumulative grade point average of at least 3.0 on a scale of 4.0.
2. Personal Statement describing your professional goals.
3. Minimum of one year's experience in nursing.
4. A current license to practice as a registered nurse in the United States.
5. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.
6. Two references.

7. The student must secure a site and preceptor for primary care student practice that are acceptable to the director of the program to which the student is applying. The placement and preceptor must be new to the program. A formal contract with the site and preceptor is part of the documents required for admission to the program.

Admission to the Doctoral Program

The Doctor of Nursing Science (DNSc) degree program is a clinical doctoral program that provides nurses with a foundation in the science and research methodology of the professional discipline and practice of nursing. The purpose of the DNSc program is to prepare clinical nurse scholars to examine, shape, and refine health care within existing and evolving delivery systems. The nurse scholars who receive the Columbia University DNSc degree will be uniquely qualified to assume leadership positions in both public and private sectors. Admission is competitive and based upon the following:

1. A master's degree in clinical nursing from a program accredited by the National League for Nursing.
2. A minimum grade point average of 3.0 at the undergraduate level and 3.5 at the graduate level.
3. Satisfactory scores on the Graduate Record Examination (GRE) taken in the last five years.
4. Personal Statement.
5. A personal interview.
6. A current license to practice as a registered nurse in the United States.
7. Course work in statistics, nursing theory, advanced role, and research methods.
8. Three references.
9. Evidence of professional practice, research, and scholarly activities.



10. Official transcripts from all undergraduate and graduate institutions attended.

Admission of International Students

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the United States; or one year prior to the expected term of admission if the applicant is out of the country. This amount of time is needed for evaluation of transcripts by the International Student Office. If the applicant has a baccalaureate degree in nursing, it is necessary to determine congruence with a baccalaureate program accredited by the National League for Nursing.

International applicants whose schooling was not in English must submit TOEFL (Test of English as a Foreign Language) scores. Applicants with scores below 600 must enroll in the American Language Program located on Columbia's Morningside campus.

International students who are not permanent residents are not eligible for School of Nursing financial aid or federal loans.

Admission as a Non-Degree Student

Under special circumstances, students who have not completed all the admission requirements may be admitted as non-matriculant (non-degree) students. Enrollment as a non-degree student is limited to three terms, or completion of 15 credits, whichever comes first. A minimum grade point average of 3.0 is required. *Successful course work as a non-degree student does not ensure admission to degree candidacy.* The non-degree student admitted to degree candidacy may be awarded a maximum of 15 credits for courses taken as a non-matriculant.

Non-degree students are permitted to enroll on a space-available basis for core and supportive science courses only. Preference is given to non-degree applicants whose undergraduate cumulative grade point average is at least 3.0 on a scale of 4.0. Non-degree students must apply for admission; "walk-in" registration is not permitted. Non-degree students are not eligible for School of Nursing financial aid or loans. All non-degree students must apply for matriculation after 15 credits of course work if they wish to continue course work in the School of Nursing.

ADMISSION REQUIREMENTS

1. Submission of an application and \$60 non-refundable application fee.
2. Official transcripts from all post-secondary institutions attended.
3. Two references.
4. Personal Statement.

Admission Testing Information

Testing information can be obtained by writing or calling:

MAT

Miller Analogies Test Coordinator
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
800-228-0752

GRE

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
609-771-7670

TOEFL

TOEFL/TSE Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151
609-951-1100

NLN MOBILITY PROFILE II EXAMS

Columbia University School of
Nursing
Office of Student Affairs
630 West 168th Street
New York, NY 10032
212-305-5439

AUDITING COURSES

Currently enrolled students may audit courses in the School of Nursing with the permission of the course instructor and the Associate Dean for Student Affairs. Courses with limited enrollment, clinical courses, and seminars are not open to auditors. Audited courses do not appear on the transcript and may not later be applied for credit, nor do they fulfill academic requirements.

Degree candidates in good standing who are enrolled for 12 or more credits in the current term may audit one or two non-clinical courses (except during the Summer Session) in any division of the University without charge by filing

a formal application in the Office of Academic Records and Registration, Room 1-141 Black Building, during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

ADVANCED STANDING AND EXEMPTION

Advanced standing may be granted on an individual basis to students through documentation of having taken a comparable course at an accredited four-year college, university, or graduate school, and/or by passing an exam given by the School of Nursing. A grade of B or better is necessary in order for credit to be awarded for advanced standing. Alternatively, a student may apply for exemption. No credit is awarded for exemption. The determination is made at the time of acceptance by the Associate Dean for Student Affairs.

AMP students who can demonstrate knowledge through the achievement of a satisfactory score on the NLN Mobility Profile II Exams are granted 30 credits of advanced standing. AMP students are given advanced standing in clinical courses by the provision of (1) achievement of a grade of B or better in all clinical courses previously taken, (2) a letter of reference from a current supervisor detailing clinical competence, or (3) passing a preadmission skills examination.

Credit for previous course work done in conjunction with preparation for National Certification is also available. Demonstration of comparable knowledge is required in order for credit to be granted. Individual program/course requirements vary, thus advice of the program director and the Office of Student Affairs should be sought for complete information. A fee is required.

Both advanced standing and exemption are granted at the discretion of the faculty member and Associate Dean for Student Affairs responsible for that course and/or by the track director. No more than 15 credits of graduate course work (completed within the last five years) will be accepted for advanced standing in the Master's program. Courses used to meet requirements for a previous degree cannot be used for advanced standing in the Master's program. Upon admission to M.S. degree candidacy, courses taken as a non-degree student are applied as advanced standing to the degree requirements. No more than 15 credits may be applied in this manner.

REGISTRATION

Before attending University courses, each new student must register in person during the registration period (see *Academic Calendar*). Once registered as a student, you must comply with all regulations set by the University. The registration procedure is as follows:

1. Students report to the School of Nursing Office of Student Affairs (OSA) and fill out various forms giving information required for University records.
2. Students have their programs approved by an adviser and submit them to the Office of Student Affairs. It is the responsibility of the student to ensure that he or she has a current Program Plan on file with the Office of Student Affairs.
3. Students take their permit to register to the Office of Bursar Operations and sign a Retail Installment Credit Agreement (for more detailed information, see *Fees*).

Continuing students may register by mail if they have an approved Program Plan on file in the Office of Student Affairs. Details regarding mail registration will be mailed to each student approximately six weeks before the reg-

istration period. If you do not receive a packet during this time period, please contact the Office of Student Affairs *immediately. All students must be officially registered in order to attend classes or clinicals.*

The following items *must* be submitted to the Office of Student Affairs before a student is *permitted* to register officially:

1. Program Plan.
2. Malpractice Insurance (for RN students).
3. Current license (for RN students) or eligibility statement and/or current license (for graduate students).
4. Verification of submission of completed health form to Health Services (212-305-3400).
5. Verification of immunization for measles, mumps, and rubella.
6. Verification of receipt of hepatitis B vaccine, or waiver.
7. Additional health requirements as determined by the School.

Failure to submit *all* required documents will *prevent a student from registering.*

All students are asked to give Social Security numbers when registering in the University. International students will have one term in which to secure a valid Social Security number. International students should consult the International Student Office, 525 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain one from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the International Student Adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.



Academic Regulations

Program Plans

Upon admission to a degree program, each student is assigned a faculty adviser (non-degree students are advised by the Associate Dean for Student Affairs). The adviser is available for academic counseling and helps the student to develop a plan of study. All students must complete a Program Plan that details the time frame in which the student will complete degree requirements. The Program Plan is reviewed and signed each term, at registration, by the student and adviser. The Program Plan is kept on file in the Office of Student Affairs. It is the responsibility of the student to secure updated Program Plans during his or her course of study in the School of Nursing.

Course Changes

Once registered, a student may drop or add courses or change sections by filing a formal Add/Drop form with the Office of Student Affairs during the change-of-program period each term (see *Academic Calendar* for specific dates). All such changes must first be approved by the student's adviser and the Associate Dean for Student Affairs.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses or program dropped after the last day for change of program in each term, no adjustment of tuition will be made (see *Academic Calendar* for specific dates). *Failure to attend classes or notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

Academic Standing

A cumulative grade point average (G.P.A.) of 3.0 or above in all courses

and specialty major courses is required. B or "P" level or above is considered to be an indication of good academic standing. Failure of any course requires repeating the course. Students who fail two courses are requested to withdraw from the program.

Students not in good academic standing are reviewed by the Student Admissions and Promotions Committee (SAPC). At the discretion of the committee, the student may be allowed to remain in the program with conditions, be placed on academic probation for one term, or be requested to withdraw from the program. The School of Nursing reserves the right to withhold the degree or to request withdrawal of any student not in good academic standing.

The student placed on academic probation is expected to consult with the faculty adviser for guidance in determining actions necessary to improve performance. It is the responsibility of the student to initiate and maintain this consultation. Students on academic probation will be reviewed at the end of the first term following probation. Students who have not shown improvement or who fail to meet school standards will be withdrawn.

Students in need of tutoring in a specific subject should see the Associate Dean for Student Affairs.

Evaluation and Grading

The evaluation system provides for the assessment of the student's performance, progress, and achievement within each course. In theory courses, performance is evaluated by means of examinations and/or written and oral assignments. For each clinical rotation, written clinical evaluations are prepared by preceptors and/or clinical instructors. Faculty use this data to

assess students' needs and abilities and to plan and implement appropriate learning experiences. Students are informed of their progress by faculty in individual courses at intervals during each academic year and receive grade reports from the Office of Academic Records and Registration after the end of each term.

The grading system of the School of Nursing is as follows: A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, failure. Clinical grades are as follows: A, excellent; B, passing; F, failure. Some clinical courses have Pass/Fail grading. Students in all programs must maintain a grade of B or better in clinical and specialty courses. Failure to obtain a passing grade requires that the student repeat the course or resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

Pass/Fail grades: all students may elect the Pass/Fail grading option for elective courses only, including nursing courses taken as electives. Grades of P are not included in the grade point average; however, grades of F are included. Students who wish to elect a Pass/Fail grade must secure written approval from their academic advisers (see *Academic Calendar* for specific dates). Students on academic probation may not elect the Pass/Fail grading option.

The mark of F* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of Academic Records and Registration, or who has an "incomplete" for more than a year.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Associate Dean for Student Affairs to those students who for imperative reasons are unable to

take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received; otherwise the ABS will be changed to F.

The mark of INC (incomplete) is granted at the discretion of the instructor *under special circumstances*. Deadlines for completion of course work should be arranged between instructor and student. Under no circumstances shall this time limit exceed one year. If work is still not submitted after one year, the INC becomes an F*. A student with more than two marks of INC on his or her record will not be permitted to register for the following term. Students on academic probation cannot be granted a grade of INC.

In the computation of grade point averages, marks for courses are awarded quality points on the following scale: A = 4.0, B = 3.0, C = 2.0, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made, respectively. Students in all programs must maintain a cumulative grade point average of 3.0 or better. Consult the Office of Student Affairs for details.

Dean's List

During each academic term, students who have earned an average of 3.7 or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned an A- average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Associate Dean. Any student who has been on academic probation is also ineligible.

Attendance and Leave of Absence

In education for a profession, learning is the basis for practice as well as knowledge. Therefore, regular class attendance is an important part of professional responsibility, and students are expected to attend all scheduled classes in every nursing course for which they are registered. The privilege of attending any course in the School of Nursing is granted only to students who are *officially* registered in the University. Requirements for class attendance within individual courses are at the discretion of the faculty member in charge of the course, and students are responsible for meeting those specific requirements. Attendance at skills laboratories and clinical sites is required.

Columbia University regulations mandate attendance at the first class meeting unless excused.

All degree candidates are required to register until they have completed all the course requirements for their degrees. A student who wishes to interrupt his or her registration in any of the schools of the University must be granted a leave of absence by the Office of the Dean of Students or by his or her appointee. A leave of absence usually may not exceed one academic year. A leave of absence is granted only for compelling reasons (military, medical, religious obligations) or for study abroad in some divisions of the University. The request for a leave of absence must be accompanied by a letter from the student. In addition, a letter from a physician, military officer, church official, etc., confirming the reason for the leave of absence, must accompany the request form. Most divisions require a personal interview with the authorizing official.

Absence from the University for a semester or an academic year without formal approval of leave of absence will require a reapplication for admission to the University through the appropriate office or department of your school.

To request a leave of absence, you must have been registered or have received a leave of absence for the term *immediately preceding* the semester for which you are requesting leave. A student who is registered for the current term and who wishes to request a leave of absence should complete the Notice of Withdrawal form in addition to the Request for a Leave of Absence.

Students on academic probation who request a leave of absence must be reviewed by the Student Admissions and Promotions Committee.

Any tuition adjustment is based on the date the student's notice of leave of absence is received in writing.

Withdrawal

A student considering withdrawing from the University should consult the faculty adviser to discuss his or her reasons. If the student then decides to withdraw, he or she must go to the Office of Student Affairs with accompanying documents to complete the appropriate forms. Unless official notice is received, there is no tuition refund and a grade of F* (failure due to unofficial withdrawal) will appear on the transcript for each course in that term. A student who has withdrawn must petition for readmission.

Tuition adjustment is based on the date the student's notice of withdrawal is received. The Student Health Service fee is refundable on a prorated basis. Students may elect to retain coverage. For additional information on tuition and fees adjustment, see *Withdrawal and Adjustment of Fees* or contact the Office of Bursar Operations in the Black Building.

Suspension

Any student can be suspended from attending class or clinical sessions, or from school entirely, by the Associate Dean for Student Affairs, in consultation with the Dean, for any behavior

determined to be unprofessional, unethical, unsafe, or illegal.

Such behaviors may include but are not limited to: alcohol or substance abuse, theft or deliberate destruction of property, verbal or physical abuse to others, the falsifying or copying of medical records, or the placing of patients in physical or emotional jeopardy.

Students who are suspended for any reason will be referred to the Student Admissions and Promotions Committee. The members of this committee, in consultation with the Associate Dean for Student Affairs, will determine the next appropriate action. This determination will go as a recommendation to the Dean for a final decision.

Dismissal

Any student can be dismissed at any time from the School of Nursing by the Dean for any behavior determined to be unprofessional, unethical, unsafe, or illegal, or for performance that is unsuitable for the practice of nursing.

Appeal of Dismissal

Any student suspended or dismissed from the School of Nursing has the right to appeal the decision. The procedure for appeals is outlined in the Student Handbook.

Readmission

Students who have not been registered for one academic year must file readmission forms and submit a non-refundable application fee of \$60 through the Office of Student Affairs. Additional credentials may be required. Students must have been in good academic standing when they withdrew in order to be readmitted.

Students on academic probation who have not registered for one term must file for readmission. Readmission

is at the discretion of the Student Admissions and Promotions Committee.

All readmission requests must be received by the Office of Admissions by October 1 for the spring term, April 1 for the autumn term, and February 1 for the summer term. All students requesting readmission must seek the approval of their program director.

Inquiries for further information and requests for application forms should be addressed to the Office of Student Affairs, School of Nursing, Columbia University, 630 West 168th Street, New York, NY 10032.

Residency and Time Limits

All students must complete a minimum of 30 credits in residence. Requirements for the Master of Science degree must be completed within five years of the date of enrollment in courses in the clinical major. Doctor of Nursing Science degree students should consult the Doctoral handbook for residency requirements. Baccalaureate degree requirements must be completed within the time frame set by the student's individual Program Plan. Students pursuing a degree from the School of Nursing must take all clinical courses at the School, unless approval for an exception is granted by the Associate Dean for Student Affairs.

A student who has been continuously enrolled may apply for extension of period of candidacy if circumstances warrant. Students who apply for readmission to degree candidacy after a period of time will be evaluated in terms of degree requirements in effect at the time of readmission.

Graduation

Students who satisfactorily complete the prescribed course of study and have a cumulative grade point average of at least 3.0 are recommended for the award of the B.S., M.S., or DNSc degree. Degrees are awarded in Febru-

ary, May, and October. A University-wide commencement ceremony is held each May on the Morningside campus. All students are urged to attend this gala event. Candidates for degrees are presented by their respective Deans, and the President of the University publicly confers the degrees. The School of Nursing holds an exercise in May at which degree candidates are recognized. University deadlines for filing degree applications are as follows: August 1 for October degrees; December 1 for February degrees; February 1 for May degrees.

Those who expect to receive a degree must satisfy academic requirements, meet their fiscal obligations to the University, and return all library books and University property. The Office of Academic Records and Registration will not release the diploma and transcript of any student who does not meet these graduation requirements. The School of Nursing reserves the right to withhold the degree of any student deemed unsuitable for the practice of nursing.

Academic Integrity

Honor is a sense of personal satisfaction and worthiness derived from a confidence in one's values. This sense of honor is an integral part of living and, as such, influences one's thinking so that one understands and exhibits integrity and respect for individuals and groups, and also assumes responsibility for one's actions as a professional.

Each student at the Columbia University School of Nursing is expected to abide by the honor code that requires academic and professional integrity. As complete integrity is expected when one assumes the care of others, it is vital that we be honest with ourselves, other members of the health team, and our patients with respect to professional judgment. As students and faculty, we become members of a

group. To encourage a constant awareness of this group identity, each student and faculty member is expected to assume responsibility for his or her own actions within the framework of ethically oriented professional and academic values.

Plagiarism is the appropriation as one's own of an idea, expression, plot, etc., or the copying of text from any source, published or unpublished. Examples of plagiarism include, but are not limited to: the copying of phrases from a source without using quotation marks or footnoting, and turning in a paper that has been done entirely or in part by someone else.

Plagiarism is both unethical and illegal, and such behavior cannot be tolerated in a professional school. Students suspected of plagiarism will be referred to the Honor Board, as outlined in the Student Handbook. If the Honor Board determines that a student has plagiarized, the student can be summarily dismissed by the Dean.

Students are expected to become familiar with the School's Honor Code contained in the Student Handbook available in the Office of Student Affairs.

STUDENT RIGHTS AND RESPONSIBILITIES

Guidelines on Alcohol

Alcoholic beverages are not permitted at any student event sponsored by the School of Nursing. Alcoholic beverages are not permitted in any class or clinical area, nor are students allowed to attend class or clinical practice under the influence of alcohol.

Guidelines on Smoking

Columbia University maintains a smoke-free environment. Smoking is permitted only in private rooms in housing facilities.

Guidelines on Substance Abuse

The possession, distribution, manufacture, or use of any illegal drug is not permitted. Students suspected of using illegal substances may be asked to sub-

mit to voluntary urine screening for substances as a condition of progression. Additional information on student impairment may be found in the Student Handbook.

Official Regulations

RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. This bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

REGISTRATION STATUS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

ATTENDANCE AND LENGTH OF RESIDENCE

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work (30 credits).

Students are held accountable for absences incurred due to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested by class work and examination.

RELIGIOUS HOLIDAYS

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the stu-

dent and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

ACADEMIC DISCIPLINE

In addition to Dean's discipline, each school or division of the University has established standards of academic progress and requirements for remaining in academic good standing. Progress and standing are monitored by the Dean's Office of the School of Nursing.

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree are strictly subject to the disciplinary powers of the University.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration, while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance

with the Rules of University Conduct. Copies of the full text are available at the Office of the University Senate, 406 Low Memorial Library, at the Office of Academic Records and Registration, 208 Philosophy, and at the Office of Student Activities, 206 Ferris Booth Hall.

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990.

As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse, and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry, and harassment. Even in recent history, we must recognize, race, ethnicity, religion, gender, sexual orientation, disability, and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an

individual's admission to or participation in any University program must be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship status, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in the community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those among us most vulnerable to discrimination and harassment.

Columbia devotes its resources to these commitments in many ways. Particularly noteworthy are the President's Committee for the Promotion of Mutual Understanding and Civility, charged with building a tolerant and

vibrantly diverse community among us; the Ombuds Office, a confidential place for discussing concerns and evaluating possible responses; and the Office of Equal Opportunity and Affirmative Action, responsible for coordinating the University's resources for responding to incidents of alleged discrimination or harassment. Ms. Rosalind Fink is the Director of the Office of Equal Opportunity and Affirmative Action, which is located in 409A Low Memorial Library. The telephone number of this office is 212-854-5511.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain Federal, State, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Ms. Rosalind S. Fink, Director of the University's Office of Equal Opportunity and Affirmative Action (409A Low Memorial Library, New York, NY 10027, telephone 212-854-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its

educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and certain criminal offenses.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits employment discrimination against a qualified person with a disability, and requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as

amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving Federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, Section 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies and practices in the categories of race, color, sex, religion, national and ethnic origin, age, and handicap, as well as its policy not to discriminate on the basis of sexual orientation. The Senate reaffirmed this policy on April 27, 1990, adding the categories of marital status, alienage and citizenship, and condemning harassment on the basis of any of the above-mentioned categories.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University's compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will informally investigate complaints and offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been victims of sexual harassment or discrimination on the basis of race, religion, national or ethnic origin, sex, sexual orientation, marital status, age, handicap, or Vietnam era or qualified special disabled veteran status. A copy of the Procedure is available in the Office of Equal Opportunity and Affirmative Action, 409A Low Memorial Library (212-854-5511).

A Complaint under this Procedure is initiated through completion of a Discrimination Complaint Form, also available in the Equal Opportunity Office. Staff in that Office will assist in completing the Form and are also available for confidential counseling and informal investigation of discrimination claims.

COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Officer is a neutral complaint-handler who seeks fair and equitable solutions to problems. The Ombuds Office serves the entire Columbia University community. In considering any given instance or concern, the rights of all parties that may be involved, along with the welfare of the University, are taken into account.

The Ombuds Office is a safe and confidential place to voice concerns. No formal permanent records of individual cases are kept, except anonymous aggregate statistical data on the categories of complaints or inquiries. The Ombuds Officer will not report the names of callers or visitors or the specific content of problems reported unless permission is granted, or in the very rare instance in which there is a reasonable cause to believe that the safety of the caller or others may be endangered.

Except in emergencies, the Ombuds Officer does not take action or investigate an issue without the permission of the person who introduced the information to the Ombuds Office. The Ombuds Officer will listen, offer information about Columbia University policies and procedures, present a range of options for resolving a problem, or help find ways to convey information while maintaining the confidentiality of the source.

The Ombuds Officer may conduct an informal, impartial investigation or facilitate a resolution upon request. However, the Ombuds Officer has no power to establish, change, or set aside any University rules or policies. However, the Ombuds Officer is a resource for administrators and, when appropriate, may make recommendations or propose general changes in existing practices to correct problem areas or stimulate discussion of issues affecting the University community.

The Ombuds Office supplements, but does not replace, the existing resources for conflict resolution and fair practice available at Columbia University. The Ombuds Office is independent of existing administrative structures and reports directly to the President of the University.

For further information, contact Marsha Wagner, Ombuds Officer, or Lise Afoy-Campbell, Administrative Assistant, in 659 Schermerhorn Extension; (212) 854-1234; e-mail ombuds@columbia.edu; fax (212) 932-3712.

Protection Against Sexual Harassment

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal Law (Title VII of the Civil Rights Act of 1964) provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment, the Federal Equal Employment Opportunity Commission has issued Guidelines on the subject. Although the EEOC Guidelines apply only to faculty and other employees, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. A list of current panelists follows. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action (409A Low Memorial Library; 212-854-5511) or from the Ombuds Office (659 Schermerhorn Extension, 212-854-1234). If these steps have not resolved the problem, the applicable University grievance procedure should be used, including the University Discrimination Grievance Procedure that is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as mediators. Their goal is the protection and counseling of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, nonadversarial setting in which the problem can be considered or solved, through

confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious behavior. Panel members finally become a link through which the University can take account of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is thus a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community, but also demonstrates the University's commitment to fair treatment of all its members.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

A. Going to a Panelist

1. A complainant comes to a Panel member with a complaint, to report an incident, or to seek advice.
2. The Panel member obtains data through discussion with the complainant, but keeps no records.
3. The Panel member selects one of the counseling or mediation options suggested by his or her training.
4. If the case seems serious enough, the Panel member refers it to the Equal Opportunity/Affirmative Action Office.

B. Initiating a Formal Investigation

1. A formal investigation may be initiated in either of the following ways:
 - a. A complainant files a formal grievance under the applicable University grievance procedure. This step may be taken at any time, either with or without consulting a Panel member.

b. A Panel member, believing that further action in a particular case might be appropriate, with the permission of the complainant, consults with the director of the EOAA Office and the General Counsel or their designees. Consultations among the Panel member, General Counsel, and EOAA Office may also occur in a case of multiple complaints.

2. All investigatory or formal actions taken will be conducted by the University and not the Panel.

PANEL MEMBERSHIP LIST

While Panelists are identified by location, school, or administrative area on this list, each of them is in fact available to any member of the Columbia community. Persons who feel uncomfortable speaking with "their" Panelist(s) are encouraged to seek out a Panelist from elsewhere at the University.

Morningside

PROFESSIONAL SCHOOLS

Mary McLeod
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 Planning, and Preservation**
Associate Professor
 400 Avery
 854-8262

Ann Bartel
Graduate School of Business
Professor
 710 Uris
 854-4419

Stephen H. Unger
**School of Engineering and Applied
 Science**
Department of Computer Science
Professor
 Computer Science Department
 939-7053, 939-7000

Kenneth Goldstein
Graduate School of Journalism
Professor
 608A Journalism
 854-4718, 854-4150

William Young
School of Law
Professor
 8W8 Law
 854-2645

Samuel Miller
School of Social Work
Professor
 711 McVickar
 854-2735
 (on leave, 1994-95)

ARTS AND SCIENCES

(Columbia College, Graduate School of Arts and Sciences, School of General Studies, School of International and Public Affairs, and School of the Arts)

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 1015 International Affairs
 854-2266, 854-3681

Kathy Eden
Department of English and Comparative Literature
Professor
 401A Philosophy
 854-6432

Larry Engel
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Associate Professor of Film
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Eric Foner
Department of History
DeWitt Clinton Professor of History
 620 Fayerweather, Box 16
 854-5253

David Helfand
Department of Physics
Professor of Astronomy
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 854-3278

Martha Howell
Department of History; Institute for Research on Women and Gender
Professor; Director
 763 Schermerhorn Extension
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CENTRAL ADMINISTRATION

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 1415 International Affairs
 854-2598

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University Libraries

Angela Giral
Avery Librarian
 230 Avery Library
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Lamont-Doherty Earth Observatory

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Nevis Laboratories

Michael Shaevitz
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Katherine G. Nickerson
College of Physicians and Surgeons
Assistant Professor of Clinical Medicine
Physicians and Surgeons 8-507
305-3645, 305-8039

Ethel Siris
College of Physicians and Surgeons
Professor of Clinical Medicine
Harkness Pavilion 9-964
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Debra Wolgemuth
College of Physicians and Surgeons
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Academic Affairs

PROGRAMS OF STUDY

The Entry-To-Practice (ETP) Program

The Entry-To-Practice (ETP) program is an accelerated combined-degree (B.S./M.S.) program for non-nurse college graduates.

The Entry-To-Practice program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience. Graduate-level courses are incorporated into basic education, facilitating the transition to master's level study in a selected specialty.

PHASE I: PRE-LICENSURE

The program of study in the first phase continues instruction in the biological and behavioral sciences, and incorporates the clinical and didactic learning necessary for the first professional degree. The Bachelor of Science phase can be completed in sixteen months of full-time study. At the end of this phase, students are eligible to take the professional nurse licensure examination in any state.

Clinical education receives major emphasis, with patient experiences beginning early in the first term. Theory and precepted clinical practice are related to the promotion of health and prevention of illness, as well as to the care of the sick and their restoration to optimal health. Students work with patients in a variety of settings, such as clinics, hospitals, community centers, and the home.

The curriculum is built on the integrated health model, beginning with wellness and progressing through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness.

This perspective is reinforced throughout the program as students learn to critically analyze nursing approaches and professional issues focused on health promotion and disease prevention.

Study is next centered on individual interruptions in health, emphasizing the assessment, care, restoration, and rehabilitation of adults experiencing medical and/or surgical nursing problems. Students also learn the conceptual foundations upon which nursing practice is based.

In the third term, study is directed toward the study of families. Course work encompasses the clinical nursing areas of pediatrics, maternity, child development, and family processes. In addition, students learn core content in mental health nursing, and assessment and management in psychiatric conditions across the life span.

In the final term, study is centered on the theories and concepts of community organization and planning and epidemiology. Nursing management, leadership, and informatics are stressed.

OBJECTIVES

At the end of the first phase of the accelerated Entry-To-Practice program, the student is awarded a Bachelor of Science degree with a major in nursing and is able to:

- Integrate knowledge from the biological, physical, and behavioral sciences in caring for individuals, families, and groups on the health-illness continuum in a variety of settings.
- Demonstrate competence in the application of nursing interventions directed toward the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.

- Apply the nursing process to the delivery of nursing care.
- Analyze the health care beliefs and practices of the major sociocultural groups in American society today for the purpose of individualizing nursing approaches.
- Apply principles of leadership and management to the delivery of nursing care.
- Analyze the influence of current and projected demographic, social, environmental, and political/legislative trends upon the health care needs of individuals and communities.
- Demonstrate responsibility and accountability for individual nursing practice.
- Collaborate with other health care professionals to promote the delivery of comprehensive health care.
- Analyze research in terms of its clinical applicability to nursing practice.
- Apply ethical-moral reasoning in clinical decision making.
- Synthesize a personal philosophy of nursing care and practice framework.
- Serve as an advocate for the consumer and the profession of nursing within the health care delivery system and the socio-political-legal arena.

PHASE II: POST-LICENSURE

The student enters Phase II of the accelerated Entry-To-Practice program with 8 credits of graduate study already completed. The student may select one of the School of Nursing's graduate majors for study (see *The Graduate Program*, below). Although admission to the Graduate program is guaranteed to students who successfully complete Phase I, no guarantees can be made for a particular clinical specialty.

The Accelerated Master's Program for Nurses (AMP)

OVERVIEW

The Accelerated Master's Program (AMP) recognizes the clinical knowledge and experience of practicing registered nurses (RNs) and provides an academic and theoretical base for their practice. Graduate courses begin in the first term, and the highly focused nature of the program fosters motivation and commitment.

AMP is designed to further the educational and career goals of RNs who already hold a diploma or associate's degree in nursing and at least 60 liberal arts credits. The Columbia University School of Nursing grants both a B.S. degree in nursing and an M.S. degree in a clinical specialty.

With full-time study, the program can be completed in five semesters. Part-time study is also available.

For qualified RNs, AMP offers the following benefits: admission to the graduate program (no guarantees can be made for a particular clinical specialty); generous credit by examination for previous nursing experience; exemption from some undergraduate core courses; graduate-level study as early as the first term; and advanced standing in the graduate phase of the program.

The School of Nursing looks toward AMP to further enrich the collaboration between education and practice in order to help meet the growing needs of baccalaureate- and master's-prepared clinicians, and to enable nurses to further their education and careers in an atmosphere of excellence.

B.S. PHASE

The baccalaureate phase requires completion of:

1. 30 credits awarded by successful completion of the NLN Mobility Profile II Exams before beginning clinical courses.
2. A minimum of 31 credits of nursing courses in residence at the School of Nursing. Eight of these are graduate-level credits that may be applied toward fulfillment of the undergraduate degree requirements.

M.S. PHASE

AMP students enter the master's phase at the same time as other CUSN M.S. students. AMP students have already completed some graduate work and are therefore exempt from 8 credits. A minimum of 31 credits in residence at the School of Nursing and all specialty program requirements must be completed in this phase. In the M.S. phase, all AMP students are assigned a faculty adviser in their area of clinical interest, who will guide them in planning a specific program of graduate study in one of the clinical majors (see *The Graduate Program*, below).

The Graduate Program**OVERVIEW**

The purpose of the Master of Science degree program is to prepare nurses in Advanced Practice. The clinical specialties are in relation to client group, which in turn is defined by age and by health-illness status. All programs offer a Nurse Practitioner curriculum. Cross-site model is available in selected programs of study.

Clinical majors available are as follows:

Adult Nurse Practitioner
Nurse Anesthesia
Critical Care Clinical
Specialist/Practitioner

Family Nurse Practitioner
Geriatric Nurse Practitioner
HIV/AIDS Subspecialty
Nurse Midwifery
Neonatal Nurse Practitioner
Oncology Clinical Specialist/
Practitioner
Pediatric Nurse Practitioner
Perinatal Nurse Practitioner
Psychiatric/Mental Health Clinical
Specialist/Practitioner

OBJECTIVES OF THE CLINICAL SPECIALTY MASTER'S PROGRAM

The program prepares students to:

- Evaluate the health status of individuals, families, or groups.
- Assume accountability for therapeutic intervention with individuals, families, or groups within clinical settings.
- Institute and maintain interdependent professional relationships throughout the health care delivery system.
- Initiate, participate in, and utilize research and its findings.
- Analyze historical and current issues in order to influence the development of professional nursing and the health care delivery system.
- Utilize strategies that can affect the delivery of services.
- Formulate professional goals and plans for implementation.

The curriculum for the Master of Science degree has four components:

Core courses	10 to 11 credits
Supportive sciences	13 to 14 credits
Clinical major	22 to 31 credits
Electives	0 to 9 credits

GRADUATE CURRICULUM OVERVIEW

Core Courses (10–11 credits) provide the basis for the analysis and application of a variety of theories to an Advanced Practice role, and the opportunity to discuss broad professional

issues across specialties. These courses include *Theory development; Research, I; Impact of social issues on health and illness; and Health policy and advanced nursing practice.*

Supportive Science Courses (13–14 credits) provide the basis for an understanding of normal and abnormal bodily functioning and enable the student to form a comprehensive family-oriented plan of care in the promotion of health and prevention of illness. The term “family” is acknowledged to be not limited to the constraints of marriage.

Specialty Courses (minimum of 22 credits) focus on the clinical application and integration of theory to Advanced Practice situations. Didactic and clinical courses are specific to the clinical specialty chosen for study. In clinical experience courses, students function in the role of clinical specialist or nurse practitioner. A project is required.

Electives (0–9 credits), selected on the basis of professional interest and goals, deepen the understanding of the Advanced Practice role.

Courses in the clinical major focus on clinical application and integration of theory through guided practice. Because majors may partially overlap in relation to either client health status or client age group, given courses required in more than one major may be elected by students from another major in order to respond to students’ special interests. Flexibility is also enhanced through individualized study courses offered in the final term of most majors.

Some majors allow for a small number of electives, which can be taken either within the School or in other parts of the University. Curricula for specific programs are described in the admissions packet.

Advanced Practice Programs

CRITICAL CARE CLINICAL
SPECIALIST/PRACTITIONER
(45 credits)

This graduate program is designed to prepare nurses to provide direct patient care in “high-tech” environments such as special care units, critical care units, and emergency departments. It is based on the integrated study of physiological science, clinical competence, and role development. Students may select an area of concentration such as trauma, cardiovascular care, or intensive care. Graduates of the program are prepared to excel as advanced clinicians, clinical nurse specialists, and patient educators or nurse practitioners through a combined program. Nine credits of advanced standing in the Critical Care track are available to those who possess the CCRN credential and who are willing to take the placement examination. Also available are a master’s completion program for previously credentialed CCRNs and the Advanced Certificate program for RNs with M.S.N. degrees.

NURSE ANESTHESIA (51 credits)

This program is designed to provide the student with continuous opportunities to combine theoretical knowledge with clinical practice by assuming increasing responsibility for total anesthesia patient care under tutorial guidance.

Graduates are eligible to take the certifying examination administered by the Council on Certification of Nurse Anesthetists. A minimum of one year’s experience in critical care nursing is required for admission, as well as a demonstrated knowledge of chemistry, physics, and biochemistry. The program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. A master’s completion program is available for previously credentialed CRNAs.

Clinical experiences are provided at Montefiore Medical Center, Memorial Sloan-Kettering Cancer Center, Anesthesia Associates of Boston, University Hospital/University of Medicine and Dentistry of New Jersey, Englewood Hospital (New Jersey), Norwalk Hospital, Flushing Hospital and Medical Center, St. Vincent's Hospital (Worcester, Massachusetts), Bassett Hospital (Cooperstown, New York), St. Francis Hospital (Roslyn, New York), and Jersey Shore Medical Center (Neptune, New Jersey).

NURSE MIDWIFERY (50 credits)

The Nurse Midwifery program is designed to prepare nurses with labor and delivery experience to be nurse midwives. The focus of the academic and clinical aspects of this program is the management of the health care of low-risk women and their newborns. Although emphasis is placed on care during the childbearing cycle, the curriculum also includes study of women's health needs throughout the life cycle. The graduate is thus prepared for the full scope of midwifery practice, including well-woman gynecology, family planning, antepartum, intrapartum, postpartum, and normal newborn care. Intensive clinical experience is provided in each of these areas in a variety of settings, exposing students to diversity in patient populations and in practice options. Students learn to provide independent care for healthy women and consultative or collaborative care for the woman with medical and/or obstetrical complications.

All students graduating from the Nurse Midwifery program are eligible to take the national certifying examination administered by the American College of Nurse-Midwives' Certification Council. Successful completion enables graduates to use the initials CNM after their names. Also available are a master's completion program for previously credentialed CNMs and the Advanced Certificate program for RNs with M.S.N. degrees.

ONCOLOGY CLINICAL SPECIALIST/PRACTITIONER (45 credits)

This graduate program enables students with oncology experience to pursue scholarly activities in the nursing care of oncology patients. Memorial Sloan-Kettering Cancer Center—founded in 1884, the largest comprehensive cancer center in the world, renowned for the excellence of its nursing division—is the major clinical affiliate.

The program is based on a holistic philosophy of patient care in which faculty and students integrate patients' biophysical, psychological, cognitive, and spiritual needs, providing the highest quality of nursing care.

Through participation in the program, graduate students will:

- Acquire expertise in the most recent therapeutic interventions for clients with cancer and their families.
- Experience the latest developments in health care technology.
- Develop cancer prevention and detection strategies.
- Formulate research proposals in the multidisciplinary field of oncology.

The M.S. degree prepares nurses to excel as clinical nurse specialists or nurse practitioners through a combined program.

An advanced standing option is available for those nurses who hold certification in oncology nursing, as well as the Advanced Certificate program for RNs with M.S.N. degrees.

PSYCHIATRIC/MENTAL HEALTH CLINICAL SPECIALIST/PRACTITIONER (45–48 credits)

This program provides qualified students with the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice. Graduates of the program practice in extremely varied and diverse settings, including community mental health centers, day treatment programs, shelters for women and children, liaison

settings, substance abuse programs, genetic counseling, and private practice.

Subspecializations are encouraged and include work with children, adolescents, adults or the elderly, families, and alcohol- or substance-abusing clients, and consultation/liaison practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups, and families. The program draws on the psychodynamic, developmental, biological, and family system models. Attention is given to issues of ethnicity, gender, and family values. The M.S. degree prepares nurses to excel as clinical specialists or nurse practitioners through a combined program.

Graduates are eligible to take the certifying examination offered by the American Nurses Association and are eligible for certification in New York State as Psychiatric/Mental Health Nurse Practitioners. Also available are a master's completion program for certified practitioners and the Advanced Certificate program for RNs with M.S.N. degrees.

ADULT NURSE PRACTITIONER (45 credits)

The Adult Nurse Practitioner (ANP) specialty is designed to prepare nurses to deliver primary care to adult clients. A tertiary care curriculum is also available as a subspecialty. The core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to the clinical specialty. Within the clinical specialty major, theory and clinical experiences focus first on the well adult and then progress to episodic and chronic illness. When possible, an attempt is made to provide clinical experiences consistent with the student's long-term career goals. Graduates assume positions in a variety of ambulatory and tertiary care settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in

New York State. Graduates are also eligible to take the certification examination offered by the American Nurses Association or the American Academy of Nurse Practitioners. Also available are a master's completion program for previously certified ANPs and the Advanced Certificate program for RNs with M.S.N. degrees.

FAMILY NURSE PRACTITIONER (48 credits)

The Family Nurse Practitioner graduate program is designed to prepare nurses to deliver primary health care to families in a variety of community settings.

Students follow family members through the life cycle utilizing pediatric, obstetrical, gynecological, and adult and geriatric primary care diagnostic and management skills.

Graduates are eligible to take the certifying examination offered by the American Nurses Association or the American Academy of Nurse Practitioners. Graduates assume positions in a variety of community settings, including outpatient clinics, community health centers, private practice offices, health departments, homeless shelters, chronic care facilities, schools, day care programs, hospices, and homes.

The scope of practice of the family nurse practitioner is based on a team approach. As an interdependent member of the health team, the family nurse practitioner provides primary health care through the following means: (1) documentation of individual and family health history; (2) physical assessment; (3) diagnostic, therapeutic, and educational care plans; (4) collaboration with physicians and other health professionals; (5) referral to appropriate health care providers; and (6) coordination of health care maintenance.

Also available are a master's completion program for certified FNP's and the Advanced Certificate program for RNs with M.S.N. degrees.

GERIATRIC NURSE PRACTITIONER

(45 credits)

The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurse practitioners in primary health care of the elderly and their families using a case management approach. The program is sensitive and responsive to the complex and diverse health and psychosocial needs of a growing population of elderly in acute, ambulatory, chronic, and community care settings.

The program focuses on coordination of services within a cost-containment case management framework. Emphasis is placed on comprehensive assessment, illness prevention, health maintenance, management of complex acute and chronic health conditions, client and family education, consultation, and referral. The interdisciplinary nature of geriatric care is reflected in required courses in the Schools of Public Health and Occupational Therapy and in the large variety of clinical experiences.

Successful completion of the Geriatric Nurse Practitioner program qualifies the student to apply for certification as a gerontological nurse practitioner in New York State. The graduate is also eligible to take the certification examination offered by the American Nurses Association. Also available are a master's completion program for certified practitioners and the Advanced Certificate program for RNs with M.S.N. degrees.

NEONATAL NURSE PRACTITIONER

(45 credits)

The Neonatal Nurse Practitioner (NNP) graduate program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as neonatal nurse practitioners in health care management of clients in the neonatal period, infancy, and early childhood in a variety of care settings, such as acute care facilities, chronic care

facilities, outpatient facilities, and homes. Theory and clinical experiences focus first on the well neonate and then progress to episodic and chronic illness. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the NNP program qualifies the graduate to apply for certification as a neonatal nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties (NCC). Also available are a master's completion program for certified practitioners and the Advanced Certificate program for RNs with M.S.N. degrees.

PEDIATRIC NURSE PRACTITIONER

(45 credits)

The Pediatric Nurse Practitioner program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. Tertiary care is available as a subspecialty. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities. The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contribut-

ing to practice, research, and theory building.

Successful completion of the Pediatric Nurse Practitioner program qualifies the student to apply for certification as a pediatric nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Board of Pediatric Nurse Practitioners and Nurses and/or by the American Nurses Association. Also available are a master's completion program for certified practitioners and the Advanced Certificate program for RNs with M.S.N. degrees.

PERINATAL NURSE PRACTITIONER (45 credits)

The Perinatal Nurse Practitioner program is designed to prepare nurses skilled in the care of the childbearing family or of infants and children experiencing or at risk for acute or chronic illness. It is based on the integration of physiological and social sciences, clinical competence, and role development. Students specializing in perinatal/parent-child nursing select an area of focus such as positive parenting, high-risk pregnancy, or technology-dependent children, among many others. Students have the opportunity to define areas of clinical specialization through learning contracts and individualized clinical placements.

Graduates of the program are prepared for roles as Advanced Practice nurses, clinical nurse specialists, patient or staff educators, collaborative researchers, case managers, and nurse practitioners. Graduates are encouraged to design innovative advanced practice roles within delivery models for the future.

Successful completion of the program qualifies the student to apply for certification as a perinatal nurse practitioner in New York State and to take the certifying examination offered by the National Certification Corporation for the Obstetric, Gynecologic and

Neonatal Nursing Specialties (NCC). Also available are a master's completion program for certified practitioners and the Advanced Certificate program for RNs with M.S.N. degrees.

The Advanced Certificate Program

This program is designed to prepare nurses with a master's degree in nursing as Advanced Practice Nurses, Nurse Practitioners, or Clinical Nurse Specialists. Theory and clinical experiences focus first on the well population and then progress to episodic and chronic illness. When possible, an attempt is made to provide clinical experiences consistent with the student's long-term career goals. Graduates assume positions in a variety of settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurses' Association, as well as other specialty associations. The curriculum consists of supportive science courses and clinical specialty courses. Curricula for specific programs are described in the *Admission* section.

Doctor of Nursing Science (DNSc) Degree Program (45 credits)

The Doctor of Nursing Science (DNSc) degree program is designed to prepare clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery. The doctoral program will enhance the foundation of nursing science cultivated at the master's level and will develop skills in research design and methodology that are necessary to ensure the insightful examination of the clinical practice of nursing. Articulating nursing practice within our health care delivery system is the responsibility of the profession and is critical to meeting the health

care needs of all people. To do so requires the preparation of clinical nurse scholars who will direct the examination of nursing practice within the context of the health care system at large. The Columbia University School of Nursing DNSc program recruits students from across the clinical spectrum to pursue a rigorous course of study in nursing science and health care systems. Nursing's own policy statement on health care reform, "An Agenda for Change," advocates full participation of nurses in reshaping the nation's system for delivering health care. A critical contribution from nursing, therefore, is the preparation and support of clinical nurse scholars who will advance the science of nursing practice and consequently offer society a better health care system.

Graduates of the CUSN DNSc program will have the knowledge of health policy and the clinical skills necessary to make a major impact on the health of vulnerable populations nationwide and to further clinical nursing knowledge. Specifically, graduates will be prepared to direct improvements in nursing care within the health care delivery system; to test and/or generate concepts, theories, and models for clinical nursing practice; to function as clinical nurse scientists; to design, conduct, direct, and report research studies; to evaluate and develop standards for the advancement of nursing science; and to collaborate with other professionals to influence the delivery of health care.

The program consists of 90 credits beyond the baccalaureate degree. Of these, 45 credits will be master's level credits earned in a clinical specialist/nurse practitioner program either at CUSN or at another college or institution accredited by the National League for Nursing. All students are expected to be certified in a clinical specialty.

Subspecialty Program

HIV/AIDS SUBSPECIALTY PROGRAM (9 credits)

This program is designed to prepare nurses to provide advanced and specialized care to persons with HIV infection as clinicians, clinical nurse specialists, and patient care educators. Students will have an opportunity to participate with many of the New York State Designated AIDS Centers. Clinical experience is provided at Montefiore Medical Center, St. Vincent's Hospital, St. Luke's-Roosevelt Hospital Center, New York University Medical Center, and Mt. Sinai Medical Center.

Students completing this program will:

- Critically analyze the issues surrounding the AIDS epidemic.
- Collaborate with colleagues and develop prevention and wellness promotion teaching programs.
- Examine ethical and legal challenges related to the epidemic.
- Obtain clinical expertise in HIV/AIDS, treatments, and clinical trials.
- Generate researchable problems related to HIV infection.

CURRICULUM

HIV/AIDS Issues and Challenges (3 credits)

Focuses on the social, economic, psychological, ethical, and legal issues associated with living with HIV and caring for persons with HIV.

HIV/AIDS: Nursing Acute Care (3 credits)

Centers on individuals who are experiencing acute HIV-related diseases requiring hospitalization. Emphasis on pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV-related diseases requiring acute care. There is a weekly seminar and one clinical day per week. Details

of the clinical are coordinated with the student, faculty, and agency based upon the course objectives and the student's career goals.

HIV/AIDS: Community-Based Care

(3 credits)

Emphasis is on individuals who are maintaining wellness while living with HIV infection. Focuses on prevention and health care maintenance. A variety of community-based agencies are available for student placement. There is a weekly seminar and one clinical day per week.

Autumn, Spring, and Summer* sessions are available.

Joint-Degree Programs

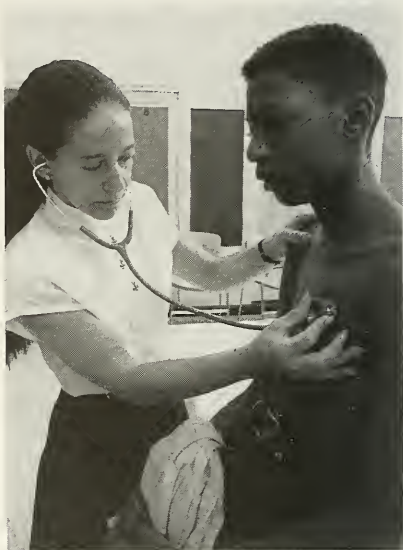
NURSING AND PUBLIC HEALTH

(M.S./M.P.H.)

The objective of this joint-degree program, which offers a Master of Science from the School of Nursing and a Master of Public Health from the School of Public Health, is to prepare nurses to be both advanced clinical practitioners and public health practitioners or administrators in a variety of community settings, including hospitals. The program is particularly valuable to nurses whose career goals are focused on the field of nursing but who also desire a broader interdisciplinary outlook.

Joint application is simplified. References and transcripts are shared, so duplication is not usually necessary. Each program also accepts the other's requirement for GRE or MAT testing, i.e., under most circumstances the student need not take both. However, students should complete application forms for both schools.

The student may apply and be accepted in both programs at the same time but start in either school, with an



adviser in each school assigned immediately to coordinate the student's program and to approve each term's class choices. Total credit requirements are a minimum of 75 credits (depending on the nursing and public health specializations) plus the School of Public Health's one-term practicum and essay, both of which may be waived in particular circumstances. At least 30 credits must be earned in residence in each school in order for a degree to be granted. Students will not receive either degree until requirements for both programs have been completed. Each student's curriculum is planned individually to meet his or her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimum number of required credits for core and major (or track) courses ranges from approximately 30 to 52 credits, depending on the clinical track selected. The completion of the Nursing M.S. degree allows students to register with New York State as nurse practitioners, should they so wish, before the formal conferring of the degree. In the School of Public Health,

* An 8-week, 3-course sequence is offered in the Summer session.

the minimum is approximately 30 to 45 credits, depending on the concentration. In both schools, students must also be accepted in a specific track/division. Financial aid, including nurse traineeships, is available in both schools for eligible full-time students. Students may not, however, receive financial aid from both schools during the same academic year.

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, issues in sociomedical sciences, environmental sciences, and health care policy and management. If these courses have been taken previously, the student may petition for credit. Joint-degree students may choose any School of Public Health major for combination with any School of Nursing clinical specialty major. Both degrees must be awarded simultaneously.

NURSING AND BUSINESS (M.S./M.B.A.)

The School of Nursing, in collaboration with the Columbia University School of Business, offers a combined 75-credit M.S./M.B.A. degree. This program enrolls only full-time students who are able to complete the program in two and one-half years. Autumn term admission is required.

This graduate program is designed for students with an interest in management and nursing who intend to be both advanced clinical practitioners and professionally trained managers in a health care setting.

Students must apply separately to, and be admitted by, both schools for the autumn term. In addition to satisfying the M.B.A. requirements, students must complete fifteen business

courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of 30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree. Both M.S. and M.B.A. degrees must be awarded simultaneously. Students select a clinical specialty at the School of Nursing but need not choose a specific concentration at the Business School. Students are guided in the selection of courses to meet career goals and individual interests.

Applicants apply separately to the School of Nursing and the School of Business and must meet the admission criteria for both schools. Admission requirements for the School of Nursing can be found on page 25. The School of Business admission requirements include:

1. A baccalaureate degree (in nursing).
2. A calculus course. A four-day refresher course, as well as a six-day course for those with a limited calculus background who feel that they need an extensive concentrated course, are offered at the Business School in August.
3. Graduate Management Aptitude Test (GMAT) scores. Applicants to the M.S./M.B.A. program should *not* take the GRE. A GMAT score of at least 550–700 is necessary for admission. Students considering admission for the autumn term should take the GMAT no later than the preceding January.
4. Computer proficiency.



Courses of Instruction

Key to Course Listings

In the listings of courses of instruction for all programs, each course number consists of a capital letter followed by four digits.

The capital letter indicates the University faculty or division offering the course, for example:

M Faculty of Nursing

The first digit indicates the level of the course, as follows:

- 4 First professional degree courses
- 5 Graduate-level courses
- 6 Graduate lecture courses, open only to graduate students
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates
- 9 Doctoral courses

Two consecutive numbers that are joined with a hyphen indicate a course that runs through both terms (e.g., *Nursing M4001-M4002*). The first half is prerequisite to the second half unless the course description says otherwise.

Course Credit

The number of credits that a course carries *each term* is given in italics in the left margin of the course description.

COURSE DESCRIPTIONS

The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary. Course descriptions are in numerical order.

All clinical specialty and doctoral courses require permission of the instructor for registration.

Nursing M2401

Nursing care of the childbearing/childrearing family
6 credits. Prerequisites: *Nursing M4000, M4108, M4220.* Focuses on the care of families during the childbearing/childrearing years, including primary prevention, the acute phase of illness, and rehabilitation. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. A precepted clinical experience is included. *This course is no longer offered.*

Nursing M2501

Psychiatric mental-health nursing
4 credits. Prerequisite: *Nursing M4000.* Focuses on the psychopathology and nursing interventions of major mental health problems across age groups. A precepted clinical experience is included. *This course is no longer offered.*

Nursing M4000

Introduction to clinical practice
4 credits. Provides the student with the opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Emphasis is on epidemiological, communication, ethical, and biobehavioral assessments and interventions to assist clients in the maintenance and promotion of health and the prevention of disease. Classroom and clinical experiences are shared with first-year medical students from the College of Physicians and Surgeons.

Nursing M4010

Case management
3 credits. This course is designed to provide the concepts for the nurse to utilize as a case manager for patients, focusing on continuity of care, patient outcomes, and appropriate utilization of resources. Applications are discussed for acute, long-term care and

community facilities as well as for home care. *This course is no longer offered.*

Nursing M4030

Theories of causation

3–4 credits. A theoretical framework for the disease concept of alcoholism and substance abuse. Clinical assessment, treatment, and the twelve-step philosophy of recovery. Issues relevant to specific populations and life.

Nursing M4032

Contemporary issues and trends in alcohol and substance abuse

3 credits. Prerequisite: *Nursing M4030*. This seminar provides a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social cost, stigma, legalization of drugs, and pain management are among the issues that are discussed and explored. The problems of the impaired professional and the role that institutions play in identifying and referring are also discussed. The role of the Advanced Practice Nurse in primary prevention is explored. Students are expected to develop a primary prevention program.

Nursing M4034

Clinical management of the patient with chemical dependency: intervention and evaluation

3 credits. Prerequisites: *Nursing M4030*, *M4032*. This clinical practice course is designed for students to develop skills in working with chemically dependent patients and families. It consists of clinical practice and supervision. Students work with chemically dependent clients and families in their Advanced Practice settings. The course is for students in both clinical specialist and nurse practitioner settings.

Nursing M4050

Physical assessment

2 credits. Mastery of tools and skills required to perform an organized physical assessment of an adult and to record findings in a systematic manner. Formerly listed as *Nursing M2020*.

Nursing M4099

Independent study

1–4 credits. Provides an opportunity for students to engage in independent study in an area of interest. A mentor is assigned.

Nursing M4100

Pharmacology

3 credits. A basic-level course requiring no prerequisites except a basic working knowledge of elementary sciences (biology, chemistry, anatomy, and physiology). Basic physiology and pathophysiology are discussed, followed by an explanation of the various drugs involved in the modification or therapeutics of those systems.

Nursing M4108

Anatomy and physiology

4 credits. A basic course in the anatomy (structure) and physiology (function) of the human body. By means of a series of lectures and tutorials, the body is surveyed from the gross to the molecular level. Physiology is stressed in the lectures; small groups of students concentrate on anatomy in the tutorials.

Nursing M4120

Issues in professional nursing

3 credits. Facilitates transitions from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession. Formerly listed as *Nursing M3004*.

Nursing M4140

Nursing management and informatics

3 credits. Provides theoretical knowledge and skills to understand organizations, identify leadership behaviors, and utilize problem solving in reaching nursing management decisions. Focuses on interrelating theories of management and leadership with nursing informatics and computer literacy. Formerly listed as *Nursing M3054*.

Nursing M4201-M4202

Community health nursing, I and II

2–3 credits each. Focuses on the role of the professional nurse in community health with emphasis on use of the nursing process with aggregates, populations at risk, and the community as a whole. Formerly listed as *Nursing M3201* and *M3905*.

Nursing M4220

Health promotion through the life span

4 credits. The health practitioner's role in the promotion of health and the prevention of

disease. Parameters of normal human development, nutrition, health education, and other health promotion strategies are examined at various stages throughout the human life cycle. The role of government and other agencies in enhancing a healthy lifestyle is considered.

Nursing M4298 and M4300

Nursing care of adults in health and illness: lecture and clinical

3 credits each. Prerequisites or Corequisites: *Nursing M4000, M4100, M4108, M4220.*

The nursing process serves as the framework for an intensive study of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult.

Nursing M4440

Advanced clinical assessment

3 credits. This course has three components: advanced physical assessment, clinical lectures related to clinical practice and knowledge, and clinical practice in history and physical taking. *This course is no longer offered.*

Nursing M4470

Nursing care of the childbearing family: lecture

3 credits. Focuses on the care of families during the childbearing and childrearing years, including prevention of disease and disability, maintenance of health and family functioning, and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. Offered concurrently with a clinical course, *Nursing M4472.*

Nursing M4472

Nursing care of the childbearing family: clinical

3 credits. Focuses on the care of families during the childbearing and childrearing years, including prevention of disease and disability, maintenance of health and family functioning, and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy and ill infants

and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. Offered concurrently with a didactic classroom course, *Nursing M4470.*

Nursing M4518 and M4520

Psychiatric/mental health nursing and practicum

2 credits each. These courses focus on the psychopathology and nursing interventions of major mental health problems across all age groups. These courses are offered concurrently. Students learn to integrate concepts from biobehavioral and social science theories in designing care for psychiatric patients, analyze multidimensional effects of major mental health problems, utilize the nursing process for clients with major health problems across age groups, describe ethical and legal challenges for psychiatric nursing practice, and discuss the therapeutic role of the psychiatric nurse and advocacy in selected treatment modalities in varied patient settings.

Nursing M4600

Nursing integration

3–7 credits. Provides the student with the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse in acute care and community settings. **Formerly listed as *Nursing M3906.***

Nursing M4850

Women's health issues

3 credits. Gynecological health care and society's impact on women's health. Current practice and controversial issues in relation to psychophysical, socioeconomic, and reproductive concerns of women that affect their health care. The role of the nurse as patient advocate and women as practice consumers of health care are stressed.

Nursing M4870

Human sexuality

3 credits. Prerequisite: *Nursing M4108.* An introduction to human sexuality in health and illness for all age groups and sexual orientations. Emphasis is placed on obtaining sexual histories, sexual counseling, and clarification of individual values and attitudes toward sexuality.

Nursing M4882**HIV/AIDS community-based care**

3 credits. Prerequisite or Corequisite: *Nursing M4890*. Emphasis is on individuals who are maintaining wellness while living with HIV infection. Focuses on prevention and health care maintenance. A variety of community-based agencies are available for student placement. There is a weekly seminar and one clinical day per week.

Nursing M4885**HIV/AIDS nursing acute care**

3 credits. Centers on individuals who are experiencing acute HIV-related diseases requiring hospitalization. Emphasis on pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV-related diseases requiring acute care. There is a weekly seminar and one clinical day per week. Details of the clinical are coordinated with the student, faculty, and agency based upon the course objectives and the student's career goals.

Nursing M4890**HIV/AIDS issues and challenges**

3 credits. Focuses on the social, economic, psychological, ethical, and legal issues associated with living with HIV and caring for persons with HIV.

Nursing M6020**Research, I**

3 credits. Basic research concepts including design and methods. Throughout the course, the logic, principles, and procedures of research are interpreted from nursing and behavioral science perspectives. Ethical and legal issues, as well as analysis of selected research studies, are also considered.

Nursing M6041**Theoretical basis of nursing practice**

3 credits. Facilitates the analysis and synthesis of relevant theories as bases for implementation of nursing practice and research. The nature of theories, models, concepts, and the science of nursing are examined within the framework of person, environment, health, and nursing. *This course is no longer offered.*

Nursing M6050**Issues in co-dependency in human behavior**

3 credits. Provides a foundation for the understanding of co-dependency as a maladaptive coping style. The disease concept

of alcoholism and other addictive models are applied as conceptual frameworks. Historical and social antecedents are explored as well as those issues specific to particular populations such as adult children of alcoholics. Of particular interest is the examination of the question, "Are nurses by definition co-dependent?" Group discussions, guest speakers, and films.

Nursing M6080**Perinatal nursing, I: practicum**

3 credits. Corequisite: *Nursing M6651*. For perinatal clinical specialist and nurse practitioner students. The interdisciplinary management of patients and families who are experiencing low-risk pregnancies as well as of those whose pregnancies are high-risk. The student builds a caseload of families in inpatient and outpatient facilities. Nurse practitioner students focus on assessment, evaluation, intervention, and evaluation/follow-up of clients in their caseload. Developing, implementing, and evaluating interdisciplinary plans of care for such families is the major focus of the course.

Nursing M6099**Independent study**

1-6 credits. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist/nurse practitioner and the student's specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

Nursing M6100**Advanced physiology**

4 credits. The objective of this course is to help the student to understand human physiology on the molecular, cellular, organ, and systemic levels. This is accomplished through a series of lectures and assigned readings.

Nursing M6110**Pharmacology of anesthetics**

3 credits. Prerequisites or Corequisites: *Nursing M6100, M6124, M6868*. A comprehensive study of the pharmacokinetics and pharmacodynamics of drugs commonly used in anesthesia practice. In case studies and discussions, the complexity of their application is emphasized.

Nursing M6111**Pharmacology of accessory drugs**

3 credits. Prerequisite: *Nursing M6110.*

Pharmacokinetics and pharmacodynamics of drugs commonly used in the therapeutic process of common pathophysiological states. Emphasis is placed on drug interaction during the perioperative period. *This course is no longer offered.*

Nursing M6113**Neonatal pharmacology**

3 credits. Prerequisites: *Nursing M6020, M6100.* A comprehensive study of the pharmacokinetics and pharmacodynamics of various drugs utilized within the neonatal setting. *This course is no longer offered.*

Nursing M6121**Pathophysiology of the adult**

3 credits. Prerequisite: *Nursing M6100.* The pathogenesis of common conditions affecting adults is presented. The discussions focus on an understanding of the disease processes to allow logical, sequential, and precise therapeutic modalities.

Nursing M6122**Pathophysiology of the child**

3 credits. Prerequisite: *Nursing M6100.* Corequisites: *Nursing M6630, M6632.* Required course for students in the Pediatric Primary Care program. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

Nursing M6124**Homeostatic alterations during anesthesia**

3 credits. Prerequisite: *Nursing M6100.* Corequisite: *Nursing M6868.* A systems approach to the homeostatic alterations occurring during anesthesia. Emphasis is placed on cardiovascular, respiratory, and neuroendocrine responses to both surgical stress and the anesthetic agents.

Nursing M6127**Neuroscience**

2 credits. Prerequisites or Corequisites: *Nursing M6100, M6111, M6124.* Readings and weekly lectures related to the anatomy and physiology of the nervous system. Emphasis is placed on the mechanisms of neuronal transmission, the automatic nervous system, the biochemistry of neurotransmitters, control of respiration, and

mechanisms of pain. *This course is no longer offered.*

Nursing M6140**Advanced assessment and management of high-risk neonates**

3 credits. Corequisite: *Nursing M6141.* This course provides an opportunity for inquiry into infant health care management, maintenance, and promotion. Course content provides the basis for infant health assessment and the effects of imposition of high-risk factors on infant health. Emphasis is placed on the development of a plan of health care management and evaluation.

Nursing M6141**Practicum: advanced management of the neonate**

3 credits. Corequisite: *Nursing M6140.* Provides the neonatal nurse practitioner student with the opportunity to acquire skills in assessment of the high-risk infant, identification of physical/physiological and neurobehavioral characteristics of a neonatal problem, and approaches to the management of needs/problems, including performance of selected invasive diagnostic/therapeutic procedures. Emphasis is placed on understanding the pathophysiological rationale for initiation of management protocol.

Nursing M6150**Maternal-fetal-newborn physiology**

2 credits. Prerequisite or Corequisite: *Nursing M6100.* This course provides an overview of the physiology of reproduction, from gametogenesis through birth and post-delivery adaptation.

Nursing M6300**Impact of social issues on health and illness**

2 credits. Comprehensive discussion of current societal conditions, such as poverty, violence, homelessness, and changing disease prevalence, that impact on the health and illness of society.

Nursing M6340**Advanced practicum as an NNP**

6 credits. Prerequisites: *Nursing M6140, M6141, M8663, M8666.* Supervised clinical experience in which students integrate theory within the clinical setting. Emphasis is placed on refinement and perfection of decision-making skills, inpatient care management, and development of the role of the

neonatal nurse practitioner in education and collaboration.

Nursing M6350

Individualized study for the NNP

1–8 credits. Prerequisite: consent of program director. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the neonatal nurse practitioner and the student's specific area of interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

Nursing M6460

Health assessment and primary care of women

2 credits. In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health assessment, health maintenance, and prevention of illness. Theory is focused on the primary health care of the well, as well as on diagnosis and treatment of common ailments.

Nursing M6465

Neonatology

3 credits. Designed to provide the graduate nurse midwifery student with an overview of the initial neonatal period. The student becomes acquainted with theory, principles, and skills necessary for the anticipation of and appropriate interventions for potential problems faced by the neonate and the family. Physiology, pathophysiology, and current standards of management in the care of the neonate are discussed in selected situations. *This course is no longer offered.*

Nursing M6466

Medical and OB complications of childbearing

2 credits. Corequisites: *Nursing M8472, M8473.* Exploration of complications of childbearing. Identification, assessment, and collaborative management, within the holistic context of the childbearing experience. Modular self-learning actively involves students in clarification and synthesis of content.

Nursing M6480

Professional issues in nurse midwifery

1 credit. An in-depth exploration of the historical, political, and organizational context of midwifery practice, both nationally and internationally. Includes an all-day seminar

with midwifery faculty and students from programs throughout the northeast region.

Nursing M6526

Theory development

2 credits. This course is designed to facilitate the development, analysis, and synthesis of relevant theories. Theory development and testing are explored in a research context. Emphasis is placed on understanding the evolution of nursing theory in the context of related theoretical frameworks. The nature of philosophy, theory, and logic is examined within the framework of person, environment, health, and nursing.

Nursing M6528

Development of human behavior, I: infancy through adolescence

2–3 credits. This lecture course examines the development of human behavior in childhood and adolescence. Within this developmental context, students explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, and cultural influences, and as they are altered by significant life events.

Nursing M6529

Development of human behavior, II: adulthood

2–3 credits. This course examines the continuing development of human behavior during young adulthood, middle adulthood, and old age. Within this developmental context, students explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, and cultural influences, and as they are altered by significant life events.

Nursing M6530

Theories of psychosocial development

3 credits. Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion. *This course is no longer offered.*

Nursing M6550

Applications of family interventions

1 credit. Prerequisite: *Nursing M6840.* For family nurse practitioner students who wish to develop their clinical skills in working with families. Family assessment techniques and supportive interventions. The dynamics

of family communication patterns. Students review family case material and communication patterns with the instructor. *This course is no longer offered.*

Nursing M6555

Structural family theory

2 credits. Concepts from structural family theory are analyzed in a seminar format through group discussion and the critical review of videotapes and experiential activities. *This course is no longer offered.*

Nursing M6594

Psychopathology

2 credits. Through weekly reading assignments and discussion, the student is introduced to the psychiatric nursing concepts central to major psychopathology.

Nursing M6597

Advanced evaluation and assessment in psychiatric mental health nursing

3 credits. The student is introduced to the symptoms, behavioral manifestations, and classification of psychopathology as compared to normative behavior during the life span.

Nursing M6610

Physical and psychological assessment of the child

3 credits. Prerequisite: permission of the instructor. Corequisites: *Nursing M6620, M6622.* Designed to prepare the student to take a complete health and developmental history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method.

Nursing M6620

Pediatric primary care nursing, I: lecture
3 credits. Corequisites: *Nursing M6610, M6622.* Designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses on the promotion of health and the prevention of illness, and on the treatment of episodic problems, in order that each child may meet his or her optimal physical, intellectual, and emotional growth and development.

Nursing M6622

Pediatric primary care nursing, I: clinical

1 credit. Corequisites: *Nursing M6610, M6620.* Designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses on the promo-

tion of health and the prevention of illness in order that each child may meet his or her optimal physical, intellectual, and emotional growth and development. The clinical experience involves well-child care in a pediatric clinic and a weekly clinical conference.

Nursing M6630

Pediatric primary care nursing, II

3 credits. Prerequisites: *Nursing M6610, M6620.* Corequisites: *Nursing M6122, M6632.* Focuses on the delivery of primary health care to school-age children and adolescents. This includes health promotion, the prevention of illness, and the management of common episodic problems. Using the schools for clinical experience, students assess health status, teach individuals and groups of children, and work with teachers and parents. Students utilize knowledge of growth and development to develop age-appropriate teaching plans and help children and families to assume active roles as health consumers.

Nursing M6632, M6633-M6634

Clinical practicum: pediatric primary care nursing, II, IIA and IIB

2-4 credits. Prerequisites: *Nursing M6610, M6620.* Corequisites: *Nursing M6122, M6630.* Students assess the health status of children and adolescents. The school is the main clinical setting. *Nursing M6632* carries 4 credits and is completed in one semester; *Nursing M6633* and *M6634* are 2 credits each, to be completed over two sequential semesters as an alternative to *Nursing M6632.*

Nursing M6641

Perinatal nursing, I

3 credits. Prerequisite: *Nursing M6150.* Corequisites: *Nursing M6642, M8560.* This course provides the theoretical basis for the parent-child clinical nurse specialist/nurse practitioner caring for the pregnant woman and her family. The dynamics of pregnancy and its impact are studied from both the physiological and psychosocial perspectives. Utilizing the nursing process as a framework, study focuses on both low- and high-risk patient situations. The development of interdisciplinary plans of care is stressed, as is the identification of the nursing role, the CNS/NP role, and prioritization of nursing interventions to optimize patient outcomes. *This course is no longer offered.*

Nursing M6642**Clinical practicum in perinatal nursing, I**

3 credits. Corequisites: *Nursing M6641, M8560.* For perinatal clinical nurse specialist/nurse practitioner students. The interdisciplinary management of patients and families who are experiencing low-risk pregnancies as well as of those whose pregnancies are high-risk. Developing, implementing, and evaluating interdisciplinary plans of care for such families is the major focus of the course. The student builds a caseload of families in inpatient facilities. *This course is no longer offered.*

Nursing M6644**Perinatal nursing, II**

3 credits. Prerequisites: *Nursing M6641, M6651.* A practicum for perinatal clinical nurse specialist students. The interdisciplinary management of the neonate and his or her family. The student establishes and manages care for a caseload of neonates/families in inpatient, outpatient, and community facilities. The caseload includes the well neonate as well as the acutely and chronically ill neonate. Developing interdisciplinary plans of care for such neonates is the major focus of the course. *This course is no longer offered.*

Nursing M6651**Perinatal nursing, I**

3 credits. Prerequisites: *Nursing M6100, M6150.* Corequisite: *Nursing M6080.* The role of the perinatal clinical nurse specialist/nurse practitioner in the management of the pregnant woman and her fetus and the dynamics of pregnancy from both biophysical and psychosocial perspectives are considered. After examining the management of patients and families who are experiencing low-risk pregnancies, most of the term focuses on the management of high-risk pregnancies. Emphasis is placed on the collection of an expanded data base through observation, history taking, gathering of laboratory and diagnostic data, and evaluation of research. Developing interdisciplinary collaborative management plans for pregnant families with prioritization of nursing interventions is highlighted.

Nursing M6657**Perinatal nursing, II**

3 credits. Prerequisites: *Nursing M6150, M6666, M8560.* The childbearing family is viewed as a part of the total system that includes the community, the environment,

and the health care system. The student learns to utilize community resources and supports in planning care and in facilitating health promotion and high-level wellness in the needs and developmental tasks of the expectant woman and her family. The student is directed to focus on the developmental stage of the patient as the present or potential risk for deviation from wellness.

Nursing M6659**Perinatal nursing, II: clinical**

3 credits. Prerequisites: *Nursing M6080, M6651.* A practicum for perinatal clinical nurse specialist/nurse practitioner students. The interdisciplinary management of the neonate and his or her family. The student establishes and manages care for a caseload of neonates/families in inpatient, outpatient, and community facilities. The caseload includes the well neonate as well as the acutely and chronically ill neonate. Developing interdisciplinary plans of care for such neonates is the major focus of the course.

Nursing M6666**Maternal and infant nutrition**

2 credits. Focuses on the requirements for adequate and maximal nutrient intake during the childbearing years. Physiology of pregnancy and the influence of nutritional status on pregnancy outcome, dietary management of common complications of pregnancy, cultural variations, infant needs, methods of infant feeding, and the requirements and advantages of lactation are stressed. Practical skills for assessment and intervention are developed.

Nursing M6720**Introduction to primary care practice of the adult**

2 credits. Prerequisite: a course in physical assessment of the adult. In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice are focused on primary health care of the well adult.

Nursing M6725**Health policy and advanced nursing practice**

3 credits. Designed to examine and critically analyze issues in health care policy in the United States. These issues are examined in light of their impact on the nursing profes-

sion and on the current and future delivery of health care.

Nursing M6730

Educational theories, principles, and methods for advanced nursing practice
3 credits. Corequisite: *Nursing M6041.* The theories, principles, and methods of the teaching-learning process and their application in practice settings are studied. The teaching role of the nurse, an integral component of Advanced Practice, is explored. *This course is no longer offered.*

Nursing M6740

Oncology nursing theory, I
3 credits. An introduction to primary and secondary cancer prevention through its focus on cancer etiology and prevention, the expanded role of the nurse in preventive health care, and concepts related to preventive health care from the fields of sociology, psychology, education, economics, research, and management.

Nursing M6745

Oncology nursing practice, I: cancer prevention and detection
2 credits. Practice of primary and secondary cancer prevention with designated client populations in community and/or occupational health settings.

Nursing M6750

Nursing seminar in gerontology, I
1 credit. Corequisite: *Nursing M8770.* Frequently occurring episodic and chronic health problems found within the geriatric population. Systems selected for study include respiratory, cardiovascular, gastrointestinal, genitourinary, reproductive, musculoskeletal, and endocrine. The theoretical material relates to the clinical application in the care of the geriatric client.

Nursing M6751

Nursing seminar in gerontology, II
1 credit. Corequisite: *Nursing M8771.* Utilizing a systems approach, frequently occurring episodic and chronic health problems within the geriatric population are studied. Systems selected for study include gastrointestinal, genitourinary, reproductive, musculoskeletal, and endocrine. This theoretical material deals with the gerontological application within each of these systems.

Nursing M6830

Critical care nursing, I: assessment and evaluation

3 credits. Prerequisite: *Nursing M6100, M6121.* A systematic research- and theory-based introduction to the concepts underlying critical care nursing. Emphasis is placed on the nurse's role in assessing and evaluating human responses to actual or potential threat in the hospital environment. An examination of the nature and substance of Advanced Practice in critical care from a conceptual perspective across age groups and physical conditions. Selected phenomena are viewed as clinical problems with the potential to cause multiple and complex interactions.

Nursing M6840

Primary care concepts
2 credits. Corequisites: *Nursing M8557, M8785.* A systematic approach to the delivery of community-oriented primary care to the family and a study of the related aspects of health maintenance and prevention of illness. Theory is combination of community-oriented primary care and family systems theories.

Nursing M6862

Physical/psychological assessment of the perioperative patient

3 credits. Prerequisites: *Nursing M6100, M6110, M6121, M6124.* Corequisite: *Nursing M6870.* History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process rather than diagnosing disease entities. Students learn to evaluate the information obtained in their physical and psychological assessments and synthesize that knowledge into the development of individualized anesthesia care management plans for the management of a variety of pathophysiological states. Emphasis is on management of patients with altered cardiovascular, pulmonary, and neural-renal status.

Nursing M6868

Regional anesthesia: theories and techniques

2 credits. Corequisites: *Nursing M6110, M6124.* This is a basic course in the pharmacology of local anesthetics and their application in clinical practice. The theory and technique of infiltration, peripheral nerve block, central neural blockade, and topical anesthesia are discussed in relation to

their clinical application, both intraoperatively and postoperatively for long-term pain management. Through case studies and analysis of current research, complications and alternate methods are emphasized.

Nursing M6870

Basic principles of nurse anesthesia

4 credits. Prerequisites: *Nursing M6100, M6110, M6124.* Corequisite: *Nursing M6862.* The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice. Function and maintenance on various kinds of equipment, as well as the psychomotor skills specific to the practice, are stressed.

Nursing M6871-M6872

Advanced principles of nursing anesthesia practice, I and II

2 credits each. Prerequisite: all first-level didactic and clinical courses. This advanced approach to anesthesia principles is applied to specific surgical procedures, both elective and emergent. The physiological sequelae of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Neurological, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations, are included. Seminar format facilitates integration of knowledge.

Nursing M6875

Professional aspects of nurse anesthesia practice

2 credits. In a seminar format, the professional, legal, and regulatory aspects of nurse anesthesia practice in the United States are analyzed.

Nursing M6880

Oncology nursing theory, II

3 credits. Prerequisite: *Nursing M6740.* Corequisite: *Nursing M6885.* A systematic overview of advanced oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers, and provides a framework of Advanced Practice for the oncology clinical nurse specialist (OCNS). This framework assists the OCNS in diagnosing, assessing, intervening in, and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation, and terminal care.

Nursing M6885

Oncology nursing practice, II

3 credits. Prerequisite: *Nursing M6745.* Corequisite: *Nursing M6880.* This clinical course applies information learned in *Nursing M6880* to a specifically designated oncology population receiving care in an oncology unit or division of a hospital, community or institutional setting, or major medical center. The practice component also offers the opportunity for the educator, consultant, and/or researcher role of the oncology clinical nurse specialist to be implemented.

Nursing M8020

Practicum in clinical teaching

1-6 credits. Provides a practical opportunity for students to explore in greater depth the process of clinical teaching. Course work may involve development of a special teaching project for nursing students, for a particular group of patients/clients; it may involve working with clinical faculty in supervising students or groups of patients/clients.

Nursing M8102

Advanced pharmacology

3 credits. Prerequisites or Corequisites: *Nursing M6100, M6121.* This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states. It also includes the principles and regulations surrounding prescription writing, pursuant to New York State and federal requirements for Advanced Nurse Practitioner practice.

Nursing M8330

The consultation/liaison process in advanced nursing practice

3 credits. An introduction to the consultation/liaison process and its application in a variety of health care and community settings. For the clinical nurse specialist in the above-mentioned settings.

Nursing M8350

Families under stress

3 credits. This course meets on a weekly basis and focuses on the following theoretical material: stress and stress theory; defense mechanisms used by children, families, professionals, and self to cope with such situational crises as hospitalization, acute illness or injury, chronic illness, HIV/AIDS, violence, dying and death, and other types of

loss. Readings, relevant research findings, films, videotapes, and discussion are used throughout the semester. *This course is no longer offered.*

Nursing M8352

Strategies for working with individuals and families under stress

1 credit. This course is designed as an advanced seminar for family nurse practitioner students to improve their skills in working with families. Students build on their knowledge of family assessment techniques by reviewing case material relevant to their clinical settings and learn supportive interventions for families under stress. *This course is no longer offered.*

Nursing M8471

Antepartum didactic

2 credits. Corequisite: *Nursing M8472.* The physiological, social, and emotional components of antepartum care.

Nursing M8472

Antepartum clinical

2 credits. Prerequisites: *Nursing M6150, M6666, M8474.* Corequisite: *Nursing M8471.* This course provides an opportunity to apply the theoretical knowledge acquired in the didactic course. Supervised clinical practice in the care of the normal woman during the antepartum period in a variety of settings with academic faculty and clinical preceptors.

Nursing M8473

Intrapartum clinical

3 credits. Prerequisites: *Nursing M6150, M6666, M8474, M8478.* Corequisite: *Nursing M8479.* Clinical care of the woman during the intrapartum period. Students have the opportunity to provide supervised care in a variety of clinical settings, working with academic faculty and clinical preceptors. The focus is on the management of normal labor and delivery. Students also perform physical assessment of normal newborns and follow women during the immediate postpartum period.

Nursing M8474

Well-woman gynecology clinical

2 credits. Corequisite: *Nursing M8476.* Taken concurrently with the didactic course, this course provides an opportunity to apply the theoretical knowledge acquired in the didactic course. Students provide family planning and gynecology care across the life span in a variety of settings, working under the super-

vision of academic faculty and clinical preceptors.

Nursing M8475

Clinical practice in nurse midwifery

5 credits. Prerequisites: *Nursing M6466, M8472, M8473, M8474.* The nurse midwifery intensive clinical experience in all areas of nurse midwifery practice. Direct student teaching is provided by preceptors affiliated with the midwifery program.

Nursing M8476

Well-woman gynecology didactic

3 credits. Prerequisites: *Nursing M6150, M6666, M8478.* Corequisite: *Nursing M8474.* The Well-Woman Gynecology Module is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It covers a variety of topics, including health maintenance, gynecology screening, family planning, sexuality and sexual dysfunction, and the late postpartum period.

Nursing M8478

Breastfeeding, postpartum, and newborn care

2 credits. Corequisites: *Nursing M6460, M8474.* Provides the theoretical knowledge base to provide teaching and counseling regarding all aspects of breastfeeding, to assist the breastfeeding woman with planning for nursing, initiation of nursing, and problems that may develop. Provides the knowledge base to manage the care of the immediate postpartum period and the normal newborn.

Nursing M8479

Intrapartum didactic

3 credits. Prerequisites: *Nursing M6150, M6666, M8474.* Corequisite: *Nursing M8473.* An introduction to the theoretical knowledge base necessary to manage the care of essentially healthy women during labor and delivery. Includes information on the management of selected complications.

Nursing M8490

Independent study in nurse midwifery

1–6 credits. Each student works with one individual assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned patient. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing and working with the physical, psychological,

and social aspects of the care requiring professional skills for intervention.

Nursing M8521

Advanced professional role development

3 credits. Prerequisites: *Nursing M6020, M6041.* An analysis and synthesis of the components of the clinical nurse specialist role as a basis for implementation and evaluation in practice. *This course is no longer offered.*

Nursing M8535

Severe character disorders

3 credits. This course examines the genesis, organization, dynamics, and treatment of three forms of personality organization—the schizoid, the borderline, and the narcissist. Treatment is discussed from the perspective of management, goals, transference, and countertransference. *This course is no longer offered.*

Nursing M8540

Kohut's self psychology

3 credits. This course continues the work begun in *Antecedents of self psychology*, moving from the work of Freud and Rank to the writings of Kohut. His work on empathy, narcissism, mirroring, and identification is explored in depth. *This course is no longer offered.*

Nursing M8550

Individualized study in psychiatric nursing

1–6 credits. Intensive study and clinical experience in an area of concentration selected by the student with the guidance of a preceptor. Proposed work must be outlined prior to registration. A project report is required.

Nursing M8557

Family primary care, I

2 credits. Prerequisites: *Nursing M6100, M6121.* Corequisites: *Nursing M6840, M8785.* This course presents basic health maintenance care for the family. The focus is on promotion of health and the prevention of illness in order that each member of the family may meet his or her optimal physical, intellectual, and emotional development.

Nursing M8558

Family primary care, II

2 credits. Prerequisite: *Nursing M8557.* Corequisite: *Nursing M8625.* This course focuses on common acute complaints fre-

quently encountered in family primary care settings by nurse practitioners. In addition to diagnosis and management of clinical problems, emphasis is on individual and family health education counseling and interventions to prevent transmission or recurrence in the family. Community assessment of the individual and the family unit through the life cycle for potential or existing dysfunctional situations is ongoing.

Nursing M8559

Family primary care, III

2 credits. Prerequisite: *Nursing M8558.* Corequisites: *Nursing M8771, M8850.* Utilizing a family systems nursing approach, health maintenance, counseling, and education protocols for the care of families and individual family members with chronic conditions are discussed. Students present their terminal master's project: a formal clinical presentation drawing on their full experience.

Nursing M8560

Family theory in context

2–3 credits. Prerequisite or Corequisite: *Nursing M6020.* Corequisite: *Nursing M8571.* An introduction to family theory and therapy. It introduces the student to a new epistemology, one in which the central concepts stress a picture of causality that is circular, rather than the linear view of causality that is evident in psychodynamic and other traditional psychiatric approaches. Concepts of the family as a system and theoretical models upon which to base clinical practice are discussed. These models build on the contributions and understanding of the psychodynamic approach. The course consists of seminars, group discussions, and clinical observations of family systems.

Nursing M8561

Applied family systems theory

1 credit. Corequisite: *Nursing M8560.* This course is designed for family nurse practitioner students to develop their clinical skills in working with families. Family assessment techniques and supportive interventions are learned. The dynamics of family communication patterns are explored. Students build on their knowledge of family assessment by reviewing case material from their clinical settings with the instructor. *This course is no longer offered.*

Nursing M8562

Clinical practice supervision with families
3 credits. Prerequisites: *Nursing M8560, M8590, M8591.* This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of a clinical practice and supervision.

Nursing M8571

Seminar on family therapy and technique
2 credits. Prerequisites: *Nursing M8590, M8591.* Corequisite: *Nursing M8560.* This course focuses on an integrated systems approach, including structural, Bowenian, and the multicontextual frameworks. It is designed to assist the student in integrating the theoretical and practical aspects of the systems approach to treating families. The course reviews the basic issues involved in psychiatric diagnosis and abnormal psychopathology from a systems perspective. Videotape review, didactic materials, class presentations, and discussion provide a comprehensive theoretical basis for the understanding and development of more advanced clinical skills.

Nursing M8572

Values and psychoanalysis
3 credits. This course is designed to provide the opportunity to analyze and synthesize the role of values in psychoanalysis. *This course is no longer offered.*

Nursing M8574

Psychoanalysis and women
3 credits. This course examines traditional orthodox psychoanalytic views toward women as patients. It also explores more recent writings, both psychoanalytic and otherwise, that address issues unique to women in our culture. Emphasis is placed on the appreciation of the male and female aspects of all individuals in psychoanalytic treatment, as well as cultural and other influences, including the theoretical orientation of the analyst, upon female patients. *This course is no longer offered.*

Nursing M8579

Infant research and psychoanalysis
2 credits. This course reviews relevant infant research, clarifies descriptive and explanatory constructs, and identifies points at which the concepts of infant research intersect with the nature of the psychoanalytic process. Using recordings and/or process transcripts, clinical material is examined to

illustrate how the constructs of infant research, e.g., secure attachment, mutual regulation, and attunement, are reflected in the therapeutic experience. *This course is no longer offered.*

Nursing M8580

Introduction to psychoanalytic technique
3 credits. This course is designed to introduce the beginning student to techniques specific to the practice of psychoanalysis. Using clinical material from the students' practice and weekly readings, the concepts of resistance, transference, countertransference, acting out, interpretation, and insight are discussed, along with basic pragmatic issues. *This course is no longer offered.*

Nursing M8581

Psychoanalysis as a science
3 credits. This course attempts to enable the student to understand psychoanalysis as a theory of personality, and psychotherapy in terms of testable concepts and hypotheses. A student should be able to participate in research projects concerned with the verification and modification or rejection of basic analytic propositions. *This course is no longer offered.*

Nursing M8583 and M8586

Phenomenology of psychoanalysis, I and II
2 credits (M8583) and 3 credits (M8586).

The keystone of all effective psychoanalytic therapy is the therapist's skill in understanding the patient's communications and their multiple meanings. In these courses, a systematic attempt is made to explore the process of listening and understanding in the clinical context. Aspects of analytic sessions and patient-therapist interactions, as they occur in the clinical work of the participants, are examined. An attempt is made to compare interpersonal, classical, and existential approaches with the clinical material provided by both students and instructor. Although the focus is not on readings, relevant literature is suggested throughout the course. *These courses are no longer offered.*

Nursing M8584

Sullivan's interpersonal psychoanalysis
3 credits. This course explores the work of H. S. Sullivan in depth, elaborating on his developmental and clinical theories. *This course is no longer offered.*

Nursing M8587**The use of dreams in psychoanalysis**

3 credits. Prerequisite: *Nursing M8583.* The student examines a variety of views, beginning with the traditional psychoanalytic, toward the analysis and use of dreams in psychoanalysis. It promotes the understanding of dreams and their use in a continual lifelong process of communication with oneself. Students are expected to encourage the retrieval of their own and their patients' dreams, and to learn to analyze, synthesize, and incorporate the results of this work into their practices. *This course is no longer offered.*

Nursing M8588**Theory of group development**

2 credits. This course is designed to increase the student's understanding of the key concepts of the dynamics and development of psychotherapy groups. Students are encouraged to explore the theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice.

Nursing M8590-M8591**Theory and practice of individual psychotherapy, I and II**

2 credits each. Prerequisite: *Nursing M6597.*

Each student works with one individual assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned client. Clinical contact must be at least weekly and more often if required. The student is responsible for differentiating between the biophysical, psychosocial, cognitive, and spiritual dimensions of the client. Based upon this assessment, the student plans appropriate interventions.

Nursing M8592**Clinical practice and supervision with groups**

3 credits. The student participates as a leader or co-leader in a psychotherapeutic group. Clinical supervision is focused on group dynamics and development.

Nursing M8594**Advanced practice in psychiatric mental health nursing, I**

4 credits. Prerequisites: *Nursing M8562, M8590, M8591, M8592.* This course is designed to integrate foundation skills and to strengthen the student's clinical practice in a variety of psychiatric mental health, or liaison, settings. The practicum is the first of

two consecutive courses. Expectations of the clinical experience are direct client contact and personal interaction with staff, families, and systems. The student develops a knowledge base and skills germane to the role of the psychiatric clinical nurse specialist. Details of the practicum are coordinated with the student, agency, and faculty, with consideration of course objectives, agency objectives, and student career goals.

Nursing M8595**Advanced practice in psychiatric mental health nursing, II**

4 credits. Prerequisite: *Nursing M8594.* This course is designed to advance the student's clinical practice with clients in a variety of psychiatric mental health, or liaison, settings. The practicum is the second of two consecutive courses. Expectations of the clinical experience are provision and supervision of nursing care for clients and professional involvement within the agency. The student evaluates the roles of the psychiatric clinical nurse specialist. Details of the practicum are coordinated with the student, agency, and faculty based upon course objectives, clinical objectives, and student career goals.

Nursing M8625**Family primary care, II: practicum**

4 credits. Prerequisites: *Nursing M6100, M6122, M6840, M8557.* Corequisite: *Nursing M8558.* Students develop initial skills in assessing the health status of individuals of all ages in selected clinical settings, and recognize and manage common episodic and long-term health problems in the pediatric and adult population. Clinical settings include ambulatory care facilities, community health centers, and diagnostic and treatment centers. See also *Nursing M8693* and *M8695*, which are completed in two consecutive semesters for 2 credits each as an alternative to *Nursing M8625.*

Nursing M8640**Advanced practicum/seminar in perinatal nursing**

6 credits. Prerequisites: *Nursing M6140, M6141, M8663.* Designed to continue preparing the student in leadership and expanded role in neonatal care. Under supervision of a designated preceptor, the student organizes the management and plan of care of ill neonates, participates in rounds, and executes various clinical techniques. The knowledge gained from previ-

ous didactic courses is applied to patient care.

Nursing M8650

Individualized study in perinatal nursing

1–8 credits. Selection of a specific area of study within the parent-child nursing specialty. With the assistance of faculty members, the student defines a specific area of individualized study or clinical practice.

Nursing M8661

Advanced neonatal and pediatric pharmacology

3 credits. This course provides an opportunity for the scientific inquiry into the use of pharmacologic agents in the Advanced Practice nursing management of infants (including fetal and neonatal life) and children from early childhood through adolescence. Developmental pharmacokinetics and pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring, and drug safety in the home are explored. Proper prescribing and record-keeping in accordance with New York State and federal laws are addressed.

Nursing M8663

Pathophysiology and management of the high-risk neonate

3 credits. Prerequisites or Corequisites: *Nursing M6140, M6141.* Introduces the advanced student to a systematic approach to critical care. Emphasis is placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, renal, cardiovascular, and metabolic.

Nursing M8666

Practicum: pathophysiology and management of the high-risk neonate

3 credits. Prerequisites or Corequisites: *Nursing M6140, M6141, M8663.* An in-depth practicum that allows the neonatal nurse practitioner (NNP) student to utilize all previous learning in his or her management of infants at risk. Also provides the NNP student with the opportunity to apply his or her knowledge to selected high-risk neonates. An intensive experience in which students analyze all available data, synthesize their thinking, implement a plan of care, and evaluate the results. Students refine collaborative skills with physicians, nurses, and other allied health personnel throughout the course.

Nursing M8670

Pediatric primary care nursing, III

3 credits. Prerequisites: *Nursing M6122, M6610, M6620, M6630, M6632.* This required course in the Pediatric Nurse Practitioner major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge to recognize and manage common health problems in the pediatric population.

Nursing M8672, M8673–M8674

Pediatric primary care nursing, III, IIIA and IIIB: practicum

2–4 credits. Prerequisites: *Nursing M6610, M6620, M6630, M6632.* Focuses on the delivery of episodic illness care to children and adolescents. The Pediatric Clinic is the main clinical setting. Here the student learns how to assess children with common episodic illnesses, how to develop and discuss differential diagnoses, how to manage the care of children with minor illnesses, and how to work in collaboration with other health professionals. *Nursing M8672* is a 4-credit, one-semester alternative to *Nursing M8673* and *M8674*, which are completed in two consecutive semesters for 2 credits each.

Nursing M8693 and M8695

Family primary care, IIA and IIB: practicum

2 credits each. Prerequisites: see *Nursing M8625.* This sequence is a two-consecutive-semester alternative to *Nursing M8625*, which is completed in one semester for 4 credits.

Nursing M8746–M8747

Clinical specialization in oncology nursing, I and II

3 credits each. Prerequisites: *Nursing M6740, M6745, M6880, M6885, M8882, M8883.* This course provides the opportunity for clinical specialization in an area of oncology nursing selected by the student. Learning is facilitated by a preceptor who possesses recognized expertise in the particular clinical area. An in-depth familiarity with the nursing research literature related to the clinical area is developed, and a research-based clinical project is proposed.

Nursing M8770**Diagnosis and management of illness in adults, I**

2-4 credits. Prerequisites: *Nursing M6100* or *M6720, M8785.* Corequisites: *Nursing M6121, M8772.* Utilizing a systems approach, the diagnosis and management of health problems encountered in primary adult care are studied in depth. Systems selected for study include cardiovascular, gastrointestinal, endocrine, and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

Nursing M8771**Diagnosis and management of illness in adults, II**

2-4 credits. Prerequisites: *Nursing M6840, M8770.* Corequisites: *Nursing M8559, M8850.* Utilizing a systems approach, the diagnosis and management of health problems encountered in primary adult care are studied. Systems selected for study include female reproductive, central nervous, and immune.

Nursing M8772**Practicum in adult primary care, I**

4 credits. Prerequisites: *Nursing M6100, M6720, M8785.* Corequisites: *Nursing M6121, M8770.* The practicum is a clinical field experience designed to provide an opportunity for students to acquire initial skills in assessment, decision making, and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, and diagnostic and screening centers.

Nursing M8773**Practicum in adult primary care, II**

4 credits. Prerequisite: *Nursing M8772.* A clinical field experience in which students strengthen skills in assessment, decision making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings are under faculty supervision.

Nursing M8776**Advanced practicum in primary care**

4 credits. Prerequisite: *Nursing M8773.* This practicum is a clinical field experience designed to provide an opportunity for students to refine skills in assessment, decision

making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8780**Individualized study in gerontology**

1-8 credits. Prerequisites: *Nursing M8772, M8773.* Selection of a specific area of interest within the gerontology specialty with the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration.

Nursing M8785**Advanced clinical assessment in primary care**

3 credits. Prerequisites: *Nursing M6100, M6122.* Corequisites: *Nursing M6840, M8557.* Advanced physical assessment skills, identification and interpretation of abnormalities in the physical exam, and the complete pelvic exam are included. Clinical lectures. Students are assigned to a clinical site where they are expected to complete satisfactorily at least six complete histories and physical examinations.

Nursing M8790**Independent study in adult primary care**

1-8 credits. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

Nursing M8800**Case management: policy and resource perspectives**

3 credits. Prerequisites: *Nursing M4010, M8860, M8864.* Focuses on the factors impacting nursing case management of the elderly. Factors include public policy development and implementation, political process, government regulations, and ethical and legal aspects, including prescriptive privileges for nurse practitioners, medical technology, and roles of providers of care to the elderly. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary geriatric care are also studied. Systems selected for study include genitourinary, respiratory,

immune, central nervous, and musculoskeletal. *This course is no longer offered.*

Nursing M8830

Critical care nursing, II

3 credits. Prerequisites: *Nursing M6100, M6830.* Corequisite: *Nursing M8832.*

Expands the theory and research base begun in *Nursing M6830* and integrates those concepts into the care of persons hospitalized with critical problems. Emphasis is on consultation and utilization of research findings in diverse settings.

Nursing M8831

Critical care nursing, III

3 credits. Prerequisites: *Nursing M8830, M8832.* Corequisite: *Nursing M8833.* A theoretical and empirical analysis of the current trends and techniques in critical care nursing practice. Emphasis is on the educator-manager role of the clinical nurse specialist in diverse settings.

Nursing M8832

Practicum in critical care nursing, II

3 credits. Prerequisites: *Nursing M6020, M6100, M6830.* Corequisite: *Nursing M8830.* Designed to provide the application for *Nursing M8830.* Emphasis is placed on advanced clinical assessment and management, the consultant role of the clinical nurse specialist (CNS), and utilization of research findings in diverse critical care settings. Students select three areas of clinical interest and rotate through the chosen areas in the role of CNS/practitioner.

Nursing M8833

Practicum in critical care nursing, III

3 credits. Prerequisites: *Nursing M6830, M8830, M8832.* Corequisite: *Nursing M8831.* This course emphasizes the researcher, education, and consultant roles in the application for diverse critical care settings. Students select an area of clinical practice, study, and research that will continue with *Nursing M8880.* Nurse practitioner students develop a caseload of patients managed collaboratively with a critical care NP or equivalent.

Nursing M8835

Critical decision making in nurse anesthesia practice, I

1 credit. Prerequisites or Corequisites: successful completion of all semester II courses and *Nursing M8870.* Critical analysis of selected topics in nurse anesthesia practice related to Residency I objectives. Seminar

formats facilitate and engender discussion and critical analysis.

Nursing M8836

Critical decision making in nurse anesthesia practice, II

1 credit. Prerequisites or Corequisites: all semester III courses and *Nursing M8871.* Critical analysis of selected topics in nurse anesthesia practice related to Residency II objectives. Seminar formats facilitate and engender discussion and critical analysis.

Nursing M8837

Critical decision making in nurse anesthesia practice, III

1 credit. Prerequisite: successful completion of all previous course work in Anesthesia. Corequisite: *Nursing M8872.* Critical analysis of selected topics in nurse anesthesia practice related to Residency III objectives. Seminar formats facilitate and engender discussion and critical analysis.

Nursing M8838

Critical decision making in nurse anesthesia practice, IV

1 credit. Prerequisite: successful completion of all previous course work in Anesthesia. Corequisite: *Nursing M8873.* Critical analysis of selected topics in nurse anesthesia practice related to Residency IV objectives. Seminar formats facilitate and engender discussion for critical analysis.

Nursing M8843

Independent study in adult critical care nursing

1-6 credits. Intensive study and clinical experience in an area of concentration selected by the student with the guidance of a preceptor. Proposed work must be outlined prior to registration. A project report is required.

Nursing M8845

Cancer in childhood

3 credits. Current theories of cancer in childhood, incorporating the biology of cancer, diagnostic and treatment modalities, and disease entities specific to children. Clinical emergencies seen in the treatment of childhood cancer, as well as the frequently occurring side effects of therapy. In addition to key ethical and long-term survival issues, the course also presents nursing diagnoses, management concerns, and implications for the pediatric oncology clinical specialists.

**Nursing M8850, M8566-M8567
Practicum in family primary care, III,
IIIA and IIIB**

2-4 credits. Prerequisite: *Nursing M8625.* Corequisites: *Nursing M8559, M8771.* Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult populations. *Nursing M8566* and *M8567* are 2-credit courses to be taken in consecutive semesters and are equivalent to the one-semester, 4-credit alternative, *Nursing M8850.*

**Nursing M8860
Management of care of elderly and families**

4 credits. Prerequisites: *Nursing M4010, M6100, M6720, M6750.* The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners. Using a systems approach, focus is on frequently occurring episodic and chronic health problems manifested in the elderly population and on appropriate nursing case management of health problems. Focus on care of elderly who are frail and/or disabled or who have chronic or acute health problems. Study of the cardiovascular, gastrointestinal, endocrine, and respiratory systems. *This course is no longer offered.*

**Nursing M8864
Practicum in geriatric primary care, I**

4 credits. Prerequisites: *Nursing M6100, M6720, M6750.* Clinical field experience designed to provide an opportunity for students to acquire initial skills in assessment, decision making, and case management of care of the geriatric client with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, and diagnostic and screening centers.

**Nursing M8865
Practicum in geriatric primary care, II**
3 credits. Prerequisites: *Nursing M6100, M6720, M6750, M8864.* Clinical field experience designed to provide an opportunity for students to strengthen skills in assessment, decision making, and case management of geriatric clients with a variety of episodic and long-term health problems. Students in the clinical settings function

more independently under preceptor supervision.

**Nursing M8870
Anesthesia residency, I**

1 credit. Prerequisite: all previous course work in Anesthesia. Corequisite: *Nursing M8835.* Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multisystem problems. Emphasis is placed on refinement and perfection of decision-making skills in patient case management and on rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in a journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. CRNA faculty members and preceptors act as guides.

**Nursing M8871
Anesthesia residency, II**

1 credit. Prerequisite: all previous course work in Anesthesia. Corequisite: *Nursing M8836.* Clinical experiences provide the opportunity for students to integrate theoretical bases of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of intervention.

**Nursing M8872
Anesthesia residency, III**

1 credit. Prerequisite: all previous course work in Anesthesia. Corequisite: *Nursing M8837.* Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multisystem problems. Emphasis is placed on refinement and perfection of decision-making skills in patient case management and on rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in a journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes

obstetrics, neurosurgery, and pediatrics. CRNA faculty members and preceptors act as guides.

Nursing M8873

Anesthesia residency, IV

1 credit. Prerequisite: all previous course work in Anesthesia. Corequisite: *Nursing M8838*. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient case management and on rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in a journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. CRNA faculty members and preceptors act as guides.

Nursing M8880

Critical care nursing, IV

4 credits. Prerequisite: all lower-level Critical Care major core courses. This course provides for synthesis of the clinical specialist role through intensive study and clinical experience in a selected area of concentration, with the guidance of preceptors and faculty. Emphasis is on advanced role development in the area of management, synthesizing the areas of educator, consultant, and research.

Nursing M8882

Oncology nursing theory, III: cancer prevention and detection

3 credits. Prerequisites: *Nursing M6740, M6745, M6880, M6885*. Corequisite: *Nursing M8883*. This course presents an in-depth examination of primary and secondary cancer prevention and the expanded role of the nurse in preventive health care. Topics include health education/behaviors, carcinogenesis, epidemiology, etiology, risk factors, screening and detection, and chemoprevention.

Nursing M8883

Oncology nursing practice: cancer prevention and detection

3 credits. Prerequisites: *Nursing M6740, M6745, M6880, M6885*. Corequisite: *Nursing M8882*. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting the student has the opportunity to assess, plan, implement, and/or evaluate primary or secondary prevention activities.

ing M8882. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting the student has the opportunity to assess, plan, implement, and/or evaluate primary or secondary prevention activities.

Nursing M8884

Oncology nursing theory, IV

3 credits. Prerequisites: *Nursing M6740, M6745, M6880, M6885, M8882*. This course is designed to incorporate the theoretical aspects of oncology nursing as presented in *Oncology nursing theory, I, II, and III*. Emphasis is placed on the nursing management of patients in the community or institutional setting who are living with cancer as a chronic disease. The Advanced Practice role of the clinical nurse specialist is specifically addressed as theory is integrated into practice. *This course is no longer offered.*

Nursing M8886

Individualized study in oncology nursing (for Adult Nurse Practitioner in Oncology students)

2-6 credits. Prerequisite: *Nursing M6740*. This course presents the opportunity to observe the role of the adult nurse practitioner (ANP) in oncology in various settings. In addition, the student attends lectures, conferences, and seminars, and participates in nursing and medical rounds.

Nursing M8890

Individualized study in nurse anesthesia

1-6 credits. Intensive study and clinical experience in an area of concentration selected by the student with the guidance of a preceptor. Proposed work must be outlined prior to registration. A project report is required.

Nursing M9001

Social and intellectual foundations of nursing

3 credits. Prerequisite: *Nursing M6725*. An in-depth study of the scientific, historical, and philosophical foundations of nursing knowledge and practice, within the socio-cultural-political evolution of the health care system.

Nursing M9200

Health and public policy

3 credits. Prerequisite: *Nursing M6725*. Critical study of the historical development

of the nation's health care system, and the evolving role of public policy in the design and financing of the system. The course includes analysis of the role of major institutions—the federal system, the private sector, special interest groups—in formulating and implementing health policy.

Nursing M9205

Analysis and evaluation of health policy

3 credits. Prerequisite: *Nursing M9200*. Incisive analysis of key past and present health care policies, their origins and impact on the overall delivery system, and the barriers to change that are imposed by such policies. Also included is discussion of the underlying normative issues and cross-national perspectives.

Nursing M9210

Health systems colloquium

2 credits. Prerequisite: *Nursing M9205*.

Topical seminars on current issues in health policy and health care delivery, examining their implications for future system reform and research. Topics may include nursing home regulations, hospital cost control, Medicaid reform regionalization, and national health insurance.

Nursing M9300

Comparative research design and methodology

3 credits. Prerequisite: *Nursing M6121*. A critical comparison of the variety of methodological research designs appropriate for clinical-focused research.

Nursing M9350

Concept development from clinical phenomena in nursing

3 credits. Prerequisite: *Nursing M9001*.

Study of the empirical foundations of nursing concepts and clinical phenomena, focusing on the development of concepts from observed clinical phenomena. The course requires related clinical work experience.

Nursing M9354

Measurement of clinical phenomena

3 credits. Prerequisite: *Nursing M6121*.

Study of the methods used to examine clinical phenomena. The course includes discussion of issues related to instrumentation, qualitative vs. quantitative methods, access to patient populations, clinical trials, validity, reliability, and ethical aspects of research.

Nursing M9500

Advanced clinical seminar

3 credits. Open only to DNSc students.

Seminars aimed at the continued refinement of critical thinking associated with a focused area of clinical nursing. The framework of the seminars is the health promotion of vulnerable populations. Selected seminar topics include the Promotion of Health, Living with AIDS, the Experience of Elder Life, Nursing Care of Urban Children, and Care of the Frail and Elderly. Each seminar topic is taught by faculty members who are experts in the selected area.

Nursing M9502-M9503

Research methods, I and II

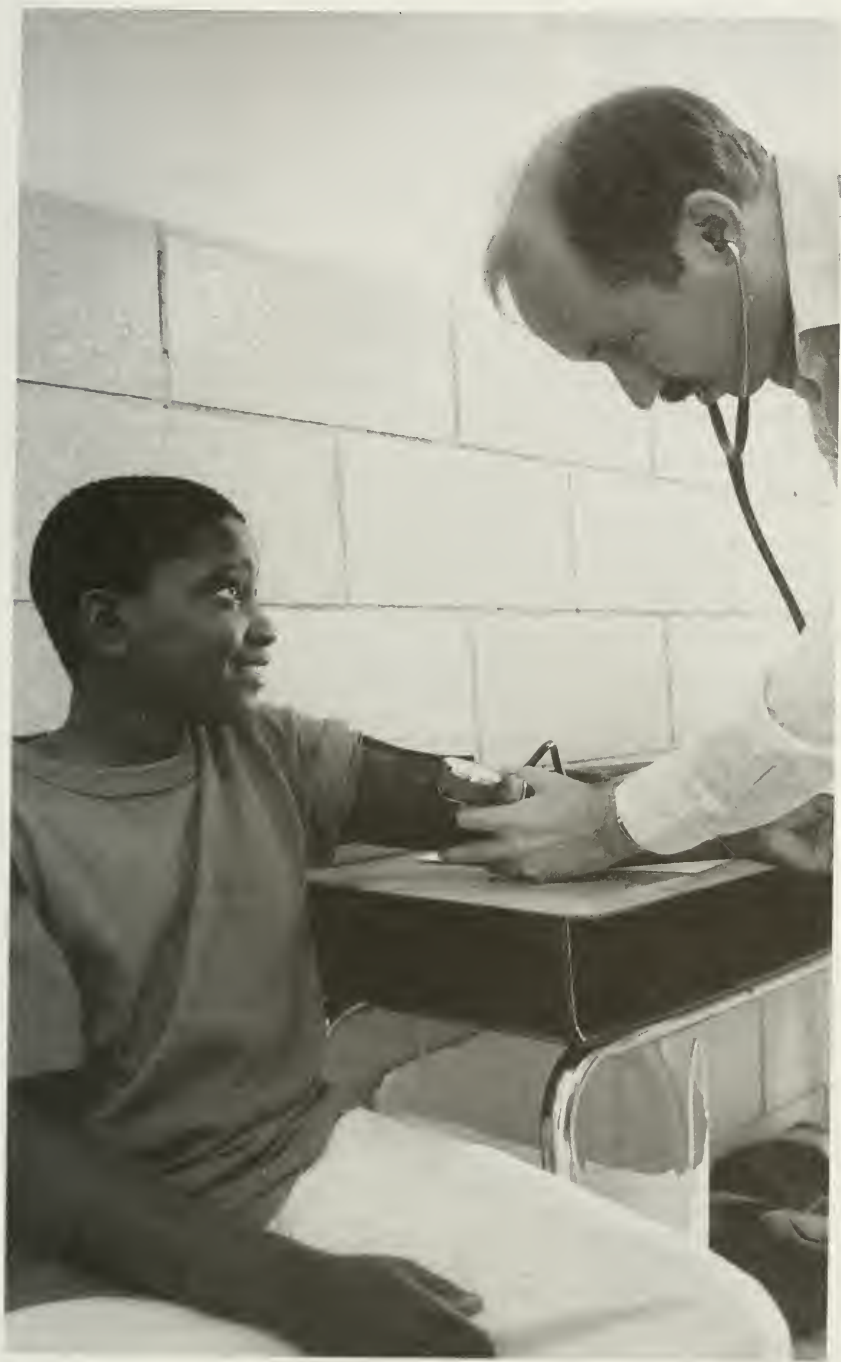
3 credits each. Open only to DNSc students.

The student decides, with the research adviser or selected others, on an individually determined study of statistics and research methods based upon the selected focus of dissertation study.

Nursing M9900

Dissertation seminar

2 credits. All DNSc students must complete 2 dissertation credits. Candidates register for one or more dissertation credits until the dissertation is complete. Registration permits the student to have access to the library and other University resources while working on the dissertation. These credits may not be registered for until the student has been admitted to candidacy.



Administration and Instructional Affairs

UNIVERSITY ADMINISTRATION

George Rupp
Ph.D.
President of the University

Jonathan R. Cole
Ph.D.
Provost of the University

Herbert Pardes
M.D.
Vice President for Health Sciences and Dean of the Faculty of Medicine

Mary O. Mundinger
Dr. P.H.
Dean, School of Nursing

Sarah Sheets Cook
M.Ed.
Senior Associate Dean, School of Nursing

Theresa M. Doddato
M.A., C.R.N.A.
Associate Dean, Student Affairs, School of Nursing

Terry Fulmer
Ph.D.
Associate Dean, Research, School of Nursing

Geoffrey S. Berg
M.B.A.
Associate Dean, Finance and Administration, School of Nursing

Mary Jo Manley
Ed.D.
Assistant Dean, Clinical Affairs

Patrick Coonan
M.Ed., M.P.A.
Assistant Dean, Advanced Practice

OFFICERS OF INSTRUCTION

Joyce Anastasi
Assistant Professor of Nursing; Director, HIV/AIDS Program
B.S.N., Wagner College; M.A., New York University; Ph.D., Adelphi University. Research: AIDS; HIV symptomology

Jane Arnold
Instructor of Clinical, Nursing
B.S., Columbia University; M.S.N., Francis Payne Bolton School of Nursing, Case Western University. Certified Nurse Midwife. Faculty Practice: Director, Childbearing Center of Morris Heights

Carolyn Auerhahn
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B.S., Pace University; M.S., Columbia University; Ed.D. (Candidate), Teachers College, Columbia University. Certified Adult Nurse Practitioner

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B.S., Cornell University; M.S., Adelphi University; M.P.H., Columbia University; Ph.D., Adelphi University. Certified Pediatric Nurse Practitioner. Research: High-risk families

Sarah Sheets Cook
Associate Professor of Clinical, Nursing; Senior Associate Dean
B.S.N., Michigan; M.Ed., Columbia University. Clinical Nurse Specialist, Maternal and Child Health. F.N.A.P. Certified Perinatal Nurse Specialist; Internationally board certified lactation consultant. Faculty Practice: Maternal-Child Health Joint Practice, OB/GYN, Stamford, CT

Patrick Coonan
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Terry Fulmer

Anna C. Maxwell Professor of Nursing Research; Associate Dean, Research
B.S.N., Skidmore; M.S., Boston College; Ph.D., Boston College. F.A.A.N., F.N.A.P. Research: Aging—Elder Abuse

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B.S.N., Hunter College; M.A., Columbia University; M.S., Rutgers University; D.N.Sc., Pennsylvania. Certified Child and Adolescent Psychiatric Clinical Nurse Specialist. F.A.A.N. Research: Children's fears; Adolescent suicide. Faculty Practice: Private practice in child psychotherapy

Richard Garfield

Assistant Professor of Nursing; Co-Director, Center for Adolescent Health
B.A., Beacon College; M.P.H., Columbia University; M.S., Columbia University; Dr. P.H., Columbia University. Research: Health policy/community access patterns for health care; Epidemiology

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B.A., Marymount College; M.A., New York University; M.S., Hunter College. Faculty Practice: Sexuality consultant in oncology

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B.S., State University of New York (Buffalo); M.S., Seton Hall; M.A., Columbia University. Certified Pediatric Nurse Practitioner. Faculty Practice: Intermediate School, School-based Clinic

R. Janet Jacobs-Cohen

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B.S., Columbia University; B.S., Rutgers University; Ph.D., Cornell University; Post-doctoral: College of Physicians and Surgeons, Columbia University. Research: Basic science; Neural crest cell development

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B.S.N., Hampton Institute; M.S.N., University of Pennsylvania; Ph.D., University of Pennsylvania. F.A.A.N. Research: AIDS prevention

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B.S., Hunter College;
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Mary Jo Manley

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B.A., Ohio Wesleyan; M.N., Yale University; M.A., Teachers College, Columbia University; Ed.D., Teachers College, Columbia University. Research: Adult education; Quality assurance

Marlene McHugh

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Susan B. Meister

Visiting Centennial Professor of Health Policy
B.S.N., University of Michigan; M.S.N., Loyola University; Ph.D., University of Michigan. F.A.A.N., F.N.A.P.

Mary O. Munding

Dean; Professor of Nursing
B.S.N., Michigan; M.A., Columbia University; Dr. P.H., Columbia University. F.A.A.N., F.N.A.P. Research: Health policy; Family care of the frail elderly; Technology assessment in home care

Patricia Murphy

Assistant Professor of Nursing
M.S., Pace University; M.S., Columbia University; Dr. P.H., Columbia University. Certified Nurse Midwife. Research: Epidemiology of ovarian cancer; Risk factors for preterm birth

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B.S., New Hampshire; M.S.N., Boston University; Ph.D., Maryland. Research: Stress and coping

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Julie Sochalski

Assistant Professor of Nursing
B.S., Michigan; M.S., Public Health, Michigan; Ph.D., Michigan. Research: Health Policy and Financing

PART-TIME FACULTY

Jerri Andree, C.R.N.A., M.S.

Jeanmarie Baker, R.N., M.S.N., C.S.

Aileen Clucas, M.S.N.

Jody Davis, C.R.N.A., M.S.

Susan Derby, G.N.P., M.A.

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M.S.
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Walter McClain, M.D.
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M.S.
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M.S.
Carole Smyth, G.N.P., M.S.
Joanne Tierney, C.P.N.P.,
M.S.

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*Associate Dean, Student
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Leonie Noel LaFayette
B.A., Lehman College, NY;
M.A., Teachers College,
Columbia University.
Coordinator of Admissions

Oscar Vasquez
Financial Aid Officer

Tentative Academic Calendar: 1994–1995

The following Academic Calendar was correct and complete as of the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar may be obtained in the Office of Student Information Services, 141 Black Building, 212-305-3477.

MAJOR RELIGIOUS HOLIDAYS

Some of the major religious holidays are shown below. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

1994–1995

Rosh Hashanah

Tuesday, Wednesday, September 6, 7

Yom Kippur

Thursday, September 15

First days of Succoth

Tuesday, Wednesday, September 20, 21

Concluding days of Succoth

Tuesday, Wednesday, September 27, 28

Lunar New Year

Tuesday, January 31

Id al Fitr

Friday, March 3

Good Friday

Friday, April 14

First days of Passover

Saturday, Sunday, April 15, 16

Concluding days of Passover

Friday, Saturday, April 21, 22

Id al Adha

Wednesday, May 10

Shavuoth

Sunday, Monday, June 4, 5

AUTUMN TERM 1994

August	1	Monday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in October. NO EXCEPTIONS.
	31	Wednesday. Orientation.
September	1	Thursday. Registration for the Autumn term for new M.S., Certificate, and DNSc students.
	5	Monday. Labor Day. No classes.
	8	Thursday. Classes begin. First day to change programs.
	16	Friday. Last day to change programs. No adjustment of fees for individual courses dropped after this date.
October	19	Wednesday. Award of October degrees and certificates.
November	8	Tuesday. Election Day. No classes.
	17	Thursday. Last day to drop individual courses or change to Pass/Fail grade.
	24-27	Thursday-Sunday. Thanksgiving holidays.
December	1	Thursday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in February. NO EXCEPTIONS.
	13	Tuesday. Last day of classes.
	14-15	Wednesday-Thursday. Study days.
	16-23	Friday-Friday. Final examinations.
	23	Friday. Term ends.
	24	Saturday, through January 16, 1995, Monday. Winter holidays.

SPRING TERM 1995

January	11-12	Wednesday-Thursday. Registration for the Spring term.
	16	Monday. Dr. Martin Luther King, Jr., Day (observed). University holiday.
	17	Tuesday. Classes begin. First day to change programs.
	27	Friday. Last day to change programs. No adjustment of fees for individual courses dropped after this date.
February	1	Wednesday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in May. NO EXCEPTIONS.
	8	Wednesday. Award of February degrees and certificates.
	13	Monday. Washington's Birthday (observed). No classes.
March	12-19	Sunday-Sunday. Spring holidays.
	23	Thursday. Last day to drop individual courses or change to Pass/Fail grade.
April	3-7	Monday-Friday. Early registration for Summer and Autumn terms.
May	1	Monday. Last day of classes.
	2-4	Tuesday-Thursday. Study days.
	5-12	Friday-Friday. Final examinations.
	12	Friday. Term ends.

COMMENCEMENT

May	17	Wednesday. Conferring of degrees and certificates.
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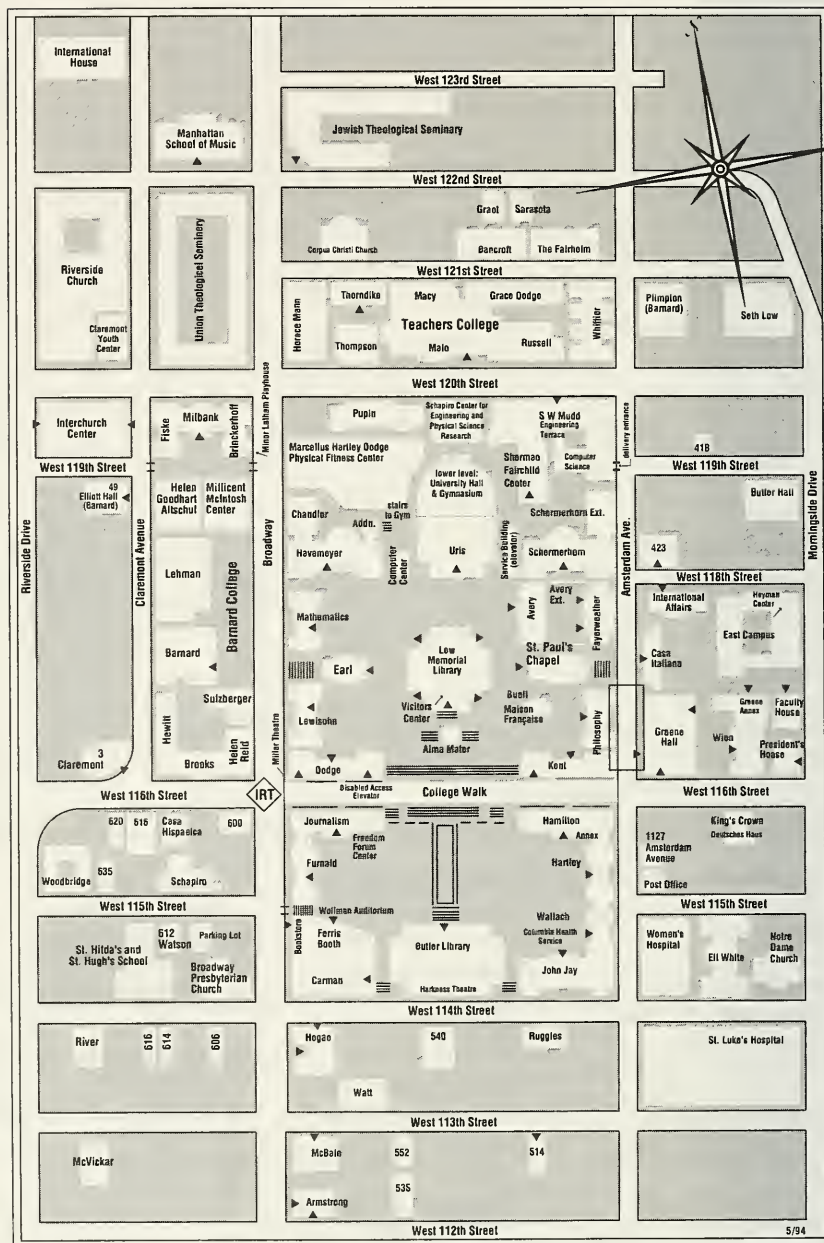
Columbia-Presbyterian Medical Center
Columbia University
 HEALTH SCIENCES CAMPUS



- | | | |
|--|---|---|
| 1. Bard Haven Apartments | 9. School of Nursing | 19. Babies Hospital Building, North |
| 2. Bard Hall Medical Student Residence | 10. William Black Medical Research Building | 20. Babies Hospital Building, South
Babies Hospital
Sloane Hospital for Women |
| 3. The Lawrence C. Kolb Research Building | 11. Alumni Auditorium | 21. Eye Institute Research Laboratories |
| 4. Armand Hammer Health Sciences Center—Augustus C. Long Library | 12. College of Physicians and Surgeons | 22. The Edward S. Harkness Eye Institute |
| 5. The New York State Psychiatric Institute | 13. Vanderbilt Clinic | 23. Service Building |
| 6. The Neurological Institute of New York | 14. School of Public Health | |
| 7. The Milstein Hospital Building | 15. The Harkness Pavilion | |
| 8. The Dana W. Atchley Pavilion | 16. The Presbyterian Hospital Building | |
| | 17. The Pauline A. Hartford Memorial Chapel | |
| | 18. Radiotherapy Center | |

Columbia University

The Morningside Campus & Environs



The Morningside Heights Area of New York City

